

HELLO!

ENGLISH
FOR SECONDARY SCHOOLS
Year Three

Student's Book

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Unit	Title	Grammar	Function	Listening
Unit 1	Reach for the stars	Future for arrangements, predictions and timetables	Agree and disagree	A radio programme about space travel Pronunciation of vowel sounds
Unit 2	Hope: <i>The Prisoner of Zenda</i>	Subject-verb agreement: special cases	Show interest and surprise	A talk about the writer Anthony Hope Pronunciation of consonant sounds
Unit 3	Energy	Present simple: active and passive	Ask questions	A radio programme about energy Word stress
Review A	Revision	Revision	Revision	Two people discuss wave power
Unit 4	Writers and stories	Past tenses: active and passive	Express opinions	A talk by a writer Pronunciation of plural endings
Unit 5	Agatha Christie: <i>N or M?</i>	Passive verbs: past and present	Give advice	A talk about Agatha Christie Pronunciation of words containing /p/ and /b/
Unit 6	The importance of trees	Zero and first conditionals	Give instructions	A radio programme about trees Pronunciation: linking sounds
Review B	Revision	Revision	Revision	A talk about the world's forests
Unit 7	Building and engineering	Modal verbs <i>must have/can't have/might have</i>	Guess and deduce information	A conversation about the Cairo underground system Pronunciation of past tense endings
Unit 8	Stevenson: <i>Dr Jekyll and Mr Hyde</i>	Reported speech	Make and respond to suggestions	A radio programme about Robert Louis Stevenson Word stress in sentences
Unit 9	The power of nature	Zero, first, second and third conditionals	Ask for and give explanations	A conversation about the power of nature Changing word stress when a suffix is added
Review C	Revision	Revision	Revision	A conversation about buildings
Unit 10	Science and scientists	Sentences with <i>wish</i>	Express wishes and regrets	A conversation between two students Pronunciation: silent letters in words
Unit 11	Dumas: <i>The Count of Monte Cristo</i>	Past perfect and past simple	Offer to help	A talk about Alexandre Dumas Word stress in different parts of speech
Unit 12	Festivals and folk music	Verb + <i>-ing</i> form or the infinitive	Express likes and dislikes	A discussion about festivals Intonation to show feelings
Review D	Revision	Revision	Revision	A conversation about music
Unit 13	Women in history	Relative clauses	Ask for and give reasons	A talk about Dr Aisha Abd El-Rahman Diphthongs
Unit 14	Greene: <i>Travels with My Aunt</i>	Linking words	Give and respond to warnings	A radio programme about Graham Greene Words with the same sounds but different spellings
Unit 15	The future of books	Future passive	Talk about the future	A conversation about e-books Saying sentences with repeated sounds
Review E	Revision	Revision	Revision	A conversation about travelling
Unit 16	Finding work	Reported questions	Ask and answer personal questions	A job interview Matching phrases with the same rhythm
Unit 17	Steinbeck: <i>The Pearl</i>	Verb + object + <i>to</i> + infinitive	Persuading	A talk about John Steinbeck Word stress to emphasise important information
Unit 18	Lifelong learning	Modal verbs	Ask and answer interview questions	People's experiences of educational courses Words with the same spellings but different word stress
Review F	Revision	Revision	Revision	How people at an international company communicate

Reading	Critical thinking	Speaking	Writing
An article about space tourism	The benefits of technology	Discuss a questionnaire about technology	An essay expressing opinions
A summary of <i>The Prisoner of Zenda</i>	What makes a good leader	Choose a leader of a group	A letter explaining what makes a good leader
A text about forms of energy	The importance of energy	Conduct a survey	A report
A text about car technology	Awareness of road safety	PROJECT 1: A road safety survey	A text about space travel in the future
An article about Yehia Haqqi	The importance of literature and education	Give opinions about jobs and careers	A summary
A summary of the Agatha Christie story <i>N or M?</i>	Ways to help your country	Give advice about how to help people	An e-mail giving advice
An article about trees and wood products	The importance of the natural world	Give instructions	A list of instructions
A summary of <i>Murder on the Orient Express</i>	The difference between films and books	PROJECT 2: A film survey	A text about films you enjoy
An article about great building projects	The importance of historical monuments	Discuss how a structure must have been built	An article about a building project
A summary of <i>Dr Jekyll and Mr Hyde</i>	Understand all sides of human nature	Suggest books to read in a book club	An informal e-mail about a book club
An article about unusual weather	Understand the power of nature	Explain eclipses	A descriptive text
An article about flood controls	The importance of controlling nature	PROJECT 3: Make plans for an old building	A text about unusual weather
A text about a scientific experiment	Appreciate the importance of science	Discuss and make decisions about the future	An essay about science
A summary of <i>The Count of Monte Cristo</i>	Appreciate the importance of friendship	Plan to help a neighbour	Informal notes
A text about folk music	Appreciate the benefits of music	Discuss the kind of music you like	An informal e-mail about music
An article about ways to grow plants	The importance of modern technology in food production	PROJECT 4: Produce a poster about water conservation	A text about your wishes and regrets
Two short texts about famous women in history	The changing roles of women in society	Talk about a woman you admire	A text about a famous woman
A summary of <i>Travels with My Aunt</i>	Appreciate the importance of travel	Discuss how older people can help younger people	A story
An article about the history of paper	The importance of books in education	Discuss the future of newspapers	A letter expressing opinions
A text about Dr Karimat El-Sayed	The influence of heroes and awards	PROJECT 5: Plan a cultural programme	A text about sources of news information
A work CV	What makes a successful job applicant	Roleplay a job interview	Information in a CV
A summary of <i>The Pearl</i>	The effects of greed	Discuss how money should be spent to improve a neighbourhood	A letter of persuasion
An article about lifelong learning	The importance of lifelong education	Roleplay giving advice on educational programmes	An article about how to improve your work skills
A text about distance learning	The benefits of studying later in life	PROJECT 6: Plan a study weekend programme	A text about an ideal university course

Reach for the stars

Listening



Objectives

Grammar Future for plans, arrangements, predictions and timetables

Listening Listen for specific information and for detail

Reading Read for gist and for specific information

Critical thinking The benefits of technology

Functions Agree and disagree

Writing An essay expressing opinions

1 Discuss these questions in pairs.

- a What is happening in each picture?
b Would you like to be an astronaut? Why/Why not?

2 Check the meanings of these words in your Active Study Dictionary.

examine launch (n) leak (n) mission secret system

3 Listen and answer these questions.

- a Where could you hear this conversation? *On a radio programme.*
b Who are the two speakers?
c What is going to happen in the next two days?

4 Listen again and choose the correct answers from a, b, c or d.

- What time is the space rocket taking off?
a early morning **b early evening** c late morning d late evening
- What are the astronauts going to do in space?
a Build a space station. b Clean the space station.
c Repair the space station. d Walk around the space station.
- There is a problem with ...
a the temperature control system. b the water system.
c dangerous equipment. d the outside of the space station.
- Why does the astronaut say that the space walk is not dangerous?
a He has done space walks before. b He will be attached to the space station all the time.
c The astronauts look after each other. d Astronauts are well trained to do space walks.

5 Discuss this question in pairs.

How do you think the astronaut feels about his mission to the space station?

6 The sounds of English

- a Complete the table with the words that have the same vowel sounds.

kind like main mean
space ~~spend~~ tell
~~this~~ three time train
week well will with

next

spend

little

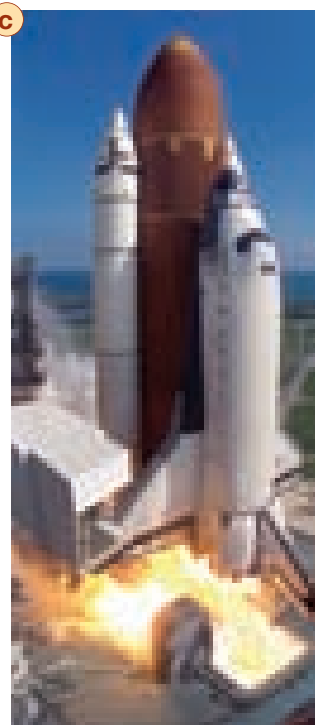
this

leak

great

fine

- b Listen, check your answers and repeat the words with the correct vowel sounds.



Language focus

Future for plans, arrangements, predictions and timetables

1 Study these sentences from the listening text, then do the following.

- Underline the future forms.
- In which sentence does the speaker talk about a plan or intention? Sentence 3.
- In which sentences does the speaker make predictions?
- In which sentence does the speaker refer to something on a timetable?
- In which sentence does the speaker refer to a future arrangement?

- Tomorrow afternoon, I'm travelling to a secret location.
- The launch is at 7.50 the next evening.
- We're going to be very careful.
- We'll almost certainly need to spend some time working outside.
- We'll probably be there for about five or six days.

2 Discuss these questions in pairs.

- What is the red verb form in these sentences?
- How is the meaning of this form different?
 - I can't talk at the moment. **I'm doing** my homework.
 - I can't see you this evening. **I'm doing** my homework.

3 Choose the correct verbs.

- Hello, Ali. ① **I'm going** / I go to the airport in a minute. ② **I will fly** / I'm flying to Paris later this morning. My plane ③ **will leave** / leaves at ten o'clock. Perhaps we can get together when I'm back. ④ **Are you doing** / Will you do anything next Saturday?
- Hi. My family ① **are taking me** / take me out today for passing my exams. ② **I'm going to apply** / I will apply to study Medicine at Assiut University because ③ **I'm going to be** / I will be a doctor. ④ **I'll probably work** / I'm probably working in the hospital.
- Tomorrow ① **I'll watch** / I'm watching a football match with my friend. Zamalek ② **are playing** / play my team. The match ③ **is starting** / starts at six o'clock. I'm sure it ④ **will be** / is really exciting.

4 What would you say in these situations?

- Your friend asks you to go swimming tomorrow, but you've arranged to have lunch with your brother. Sorry, I'm having lunch with my brother tomorrow.
- Someone asks what you plan to do after school. You intend to go to the library.
- A tourist asks you about the next train to Luxor. Tell him there is one at ten o'clock.

I'm spending my next summer holidays in Australia.

5 Work in pairs. Take turns to tell each other interesting information about your future.



- 1 Check the meanings of these words in your *Active Study Dictionary*.

currently gravity gymnastics
side effect spin (v) spoke (n)

- 2 Read the article quickly to find the answers to these questions.

- a Why was July 2009 an important date?
It was the 40th anniversary of man's first landing on the moon.
- b What will happen 320 kilometres above the Earth?
- c What currently costs a lot of money?

- 3 Guess the meaning of these words in the article and compare ideas with a partner.

distance weightless

- 4 Read the text again and complete these sentences.

- a July 1969 was when people first
landed on the moon.
- b Space tourists will fly to the space station by
- c Travellers will do weightless sports in
- d People do not need to worry about side effects of space travel because there are now
- e People who have already travelled in space describe the feeling of looking down on the Earth as
- f In the future, it is expected that the cost of space holidays

- 5 Discuss these questions in pairs.

- a What do you think you would like and dislike about a holiday in space?
- b Would you enjoy being weightless? Why/Why not?

Space holidays

July 2009 was the 40th anniversary of man first walking on the moon. Ever since that day, we have been promised that holidays in space are not far away. Now a representative for the World Tourism Organisation predicts that, in the next ten years, people will be queuing to book their holidays in space. They will fly by rocket to a space station which will be orbiting the Earth at a height of 320 kilometres – that is about the same as the **distance** from Cairo to El-Minya. The space station itself will be like a giant **spinning** wheel with **spokes** like a bike wheel. There will be two kinds of spokes: those with ordinary **gravity** and those with zero gravity for **weightless** sports.

Some people who are interested in space holidays are worried that, as space tourists, they will suffer from the same horrible **side effects** as astronauts have suffered from, but experts say that there are now treatments for most side effects.

Just think about such a holiday in space! Everyone who has travelled in space has described the magical feeling of looking down on the Earth as it spins below you. It will be impossible to go shopping or go for a walk, but think of the fun you can have with weightless football or weightless **gymnastics**.



For most people, the main disadvantage at the moment is the cost of space holidays.

Currently, the cost of a holiday is very high. But, like everything else, the more people want to do something, the cheaper it will become. So, if you are interested, start saving now!

Critical thinking

1 Answer the following questions.

- When is it predicted that people will go on space holidays? *In the next ten years.*
- What does the writer of the article compare the space station to?
- What weightless sports will people do in space?
- Do you think that many people will queue up to book their holidays in space? Why/Why not?
- What kind of side effects do you think astronauts have suffered in space?
- What do you think the Earth looks like from a height of 320 kilometres?

2 Read this quotation from the article and discuss the questions.

July 2009 was the 40th anniversary of man first walking on the moon. Ever since that day, we have been promised that holidays in space are not far away.

- Why do you think man first walking on the moon in 1969 was so important?
- Countries spend a lot of money on space exploration. What do you think is their main reason for doing this?



3 Discuss these questions in pairs.

- How has technology improved the lives of people in your country over the last 50 years? Think of these areas of life:

- Transport
- Communications
- Health
- Education
- Work
- Homes

- How do you think technology will improve our lives in the future?



RESEARCH

Space technology

Using the internet or a library, find out how space technology has changed our everyday lives.

1 Complete the questionnaire.

Modern technology

Do you agree with A–G below? Circle your answers.

[1 = strongly agree / 2 = agree / 3 = don't know / 4 = disagree / 5 = strongly disagree]

- | | |
|--|-----------|
| A Modern technology has improved everyone's lives. | 1 2 3 4 5 |
| B Some people have benefited more from modern technology than others. | 1 2 3 4 5 |
| C Computers, mobile phones and satellite technology have made people happier. | 1 2 3 4 5 |
| D We should spend more money on education and health and less on new technology. | 1 2 3 4 5 |
| E Instant communication by satellite technology is a good thing. | 1 2 3 4 5 |
| F Space exploration is a waste of money. | 1 2 3 4 5 |
| G We need modern technology to help solve problems like climate change, global warming, etc. | 1 2 3 4 5 |

2 Compare answers with a partner. Agree or disagree with each other using these expressions.

Agreeing with an opinion

I (completely) agree.
I couldn't agree more.
(Yes), you're quite right.
I'd go along with that.
That's true.

Disagreeing with an opinion

I (completely) disagree.
I don't agree.
I'm not (so) sure.
That's (just) not true.

3 Work in groups of three or four.

- a Choose one of the sentences A–G from the questionnaire and write your opinion.

I do not believe that space exploration is a waste of money.

- b Make a note of your reasons, for example:

- Everyone benefits from space technology in their everyday lives. For example, satellite technology is used for mobile phones, television, etc.
- People have always explored their world. The next step is to explore space.
- Space exploration is exciting.
- We may need to live in space in the future.

- c Take turns to give your opinions and your reasons. Don't read your notes, but refer to them as you speak.

UNIT 2 Hope: The Prisoner of Zenda

Listening

Objectives

Grammar subject-verb agreement: special cases

Listening Predict from pictures and listen for specific information

Reading Read for specific information and for detail

Critical thinking Discuss what makes a good leader

Functions Show interest and surprise

Writing A letter explaining what makes a good leader

- 1 Check the meanings of these words in your *Active Study Dictionary*.

classics couple debate (n) escapism

- 2 Answer the questions to find the meaning of these words.

- a If you are *well educated*, have you had a good or a bad education?
b Is a *fictional* story true or invented?
c Is a *publication* something that you listen to, read or see?

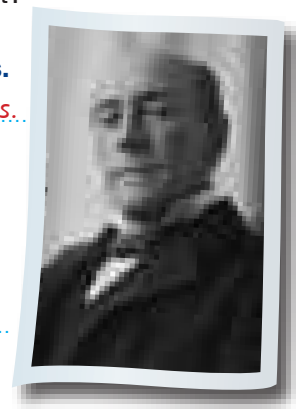
- 3 Look at these pictures and discuss these questions.

- a What does the sign say about the writer Anthony Hope?
b What kind of person do you think he was from his photograph?
c Now listen to a radio programme about the writer. Were your ideas correct?



- 4 Listen again. Are these sentences *True or False*? Correct the false ones.

- a Anthony Hope was born in the 1850s. *False. He was born in the 1860s.*
b Anthony Hope studied modern languages at Oxford.
c After leaving university, he worked as a lawyer.
d At first, Anthony Hope wrote poems.
e His first novel was written in 1890.
f *The Prisoner of Zenda* took Hope more than a year to write.
g Hope met his wife in England.
h Hope had three children.



- 5 Discuss this question in pairs.

Can you think of other examples of popular activities which could be described as *escapism*?

- 6 The sounds of English

- a Complete the table with the words that have the same underlined consonant sounds.

debate difficult immediately politics popular
publish ~~speaker~~ ~~those~~ today university was wrote

classics
speaker

novels
those

plenty

book

daughter

about

- b Listen, check your answers and repeat the words with the correct consonant sounds.

1 Study these sentences from the listening text, then do the following.

- 1 After finishing school, he went to Oxford University, where he studied classics.
- 2 He was interested in politics and was a good speaker.
- 3 The couple were married later that year.
- 4 The public still enjoy reading it today.

a Underline the nouns/noun phrases.

b Answer the questions below.

- Which sentences have nouns in plural forms? 1, 2 Which of these nouns take a singular verb? both: classics, politics
- Which sentence has a noun with a singular form that means 'a group of people'?
Which sentence has a noun with a singular form that means 'two people'?
Are the verbs in these sentences singular or plural?
- Which sentence has a noun in singular form that is used as an uncountable?

2 Look at the sentences and discuss the questions below in pairs.

- 1 The home team is winning the match.
- 2 Thirty pounds is a lot of money for a five-year-old.
- 3 The police are chasing the suspect.
- 4 The team are travelling tonight to their next match.
- 5 "We have two litres of oil." "That's enough."

- a In which sentence does the speaker think of the team as individuals?
4 Is the verb singular or plural? plural
- b In which sentence does the speaker think of the team as a unit?
..... Is the verb singular or plural?
- c Which sentence has a group word that can only take a plural verb?
.....
- d Which sentences show a quantity that is thought of as a unit?
..... Is the verb singular or plural? Which sentence has a singular pronoun for the quantity?

3 Choose the wrong sentence in each set.

- a The people in our group was watching the film. (**x**)
A group of people was watching the film. ()
A group of people were watching the film. ()
- b Ten minutes have passed. Let's wait five more. ()
Two hours is a long time to wait. ()
Hurry! There's not many time left. ()
- c Three pounds is all I've got. ()
Three one-pound coins are on the desk. ()
Three one-pound coins is on the desk. ()



DON'T FORGET
Police and people
(plural of person)
always take a plural
verb. Many other
words for a group
can take singular or
plural.
School subjects and
sports that end in
-ics take a singular
verb.

- 1** Check the meanings of these words in your *Active Study Dictionary*.

alike attend castle coronation
the right (to do something)
occasion wealthy

- 2** Read the summary of *The Prisoner of Zenda* quickly and find out what or who these are.

- a Rudolf Rassendyll A wealthy Englishman.
b Rudolf Elphberg
c Zenda
d Michael



THE PRISONER OF ZENDA

The story takes place in nineteenth-century Europe. Rudolf Rassendyll, a **wealthy** Englishman, is the cousin of Rudolf Elphberg, who is about to become the new king of Ruritania, a fictional country in central Europe. Rudolf Rassendyll decides to travel to Ruritania to **attend** the **coronation** of his cousin, who he has not met before. Soon after he arrives, he is walking through a forest when he meets the future king. The two men are surprised to discover that they are so alike: they are almost identical twins. The cousins talk excitedly about the coronation.

- 3** Read the story again and match to make correct sentences.

- a Rudolf Rassendyll travels to Ruritania to
b The two Rudolfs meet while they are
c The cousins are surprised when they find that they
d Michael kidnaps his brother because he
e At the coronation, Rudolf Rassendyll replaces his cousin who
f Rudolf Rassendyll leaves Ruritania after he

- 1 ☐ wants to be the new king of Ruritania.
2 ☐ are very alike.
3 ☐ has freed his cousin from the castle.
4 ☒ attend the coronation of his cousin.
5 ☐ is locked in the castle at Zenda.
6 ☐ walking in a forest.

- 4** Discuss these questions in pairs.

- a Do you know any adventure stories like *The Prisoner of Zenda*?
b What makes a successful adventure story?

1 Answer the following questions.

- a What is Ruritania? *It is a fictional country in central Europe.*
- b Why is Rudolph locked in the castle?
- c How much do the people of the country know about this story?
- d What do you think the two Rudolfs do when they see each other for the first time?
- e Why do you think Michael does not have the right to be the next king?
- f How do you think Rudolf Rassendyll feels when he returns to England?

However, on the night before the great **occasion**, Rudolf Elphberg is kidnapped by his younger brother Michael and locked in the **castle** in the town of Zenda. Although Michael does not have **the right** to be the next king of the country, he is popular with some of the people of Ruritania. He wants to stop the coronation so that he can become the next king himself.

Rudolf Rassendyll solves the problem by taking his cousin's place. Because the two men look so **alike**, nobody realises what is happening and the coronation takes place as planned. While Rudolf Elphberg remains in the castle, Rudolf Rassendyll lives the life of the king and spends time with his cousin's friends. At the same time, he realises that he cannot remain the king of Ruritania for ever. He decides to rescue Rudolf Elphberg.



The story ends happily for Elphberg when he finally becomes the new king. Michael dies. Rassendyll says goodbye to his friends and leaves the country. The people of Ruritania never find out what has really happened.

2 Read this quotation from the story and answer the questions.

- a What kind of a person do you think Michael is?
- b Why do some people want to become kings or leaders of their country?
- c What makes some leaders more popular than others?

On the night before the great occasion, Rudolf Elphberg is kidnapped by his younger brother Michael and locked in the castle in the town of Zenda. Although Michael does not have the right to be the next king of the country, he is popular with some of the people of Ruritania. He wants to stop the coronation so that he can become the next king himself.

3 Discuss these questions in pairs.

- a Would you like to be a leader? Why?/Why not?
- b Modern leaders take advice from many people. What sort of people should give this advice?

1 Listen and complete with words or phrases which show surprise or interest.

Tutankhamun became Pharaoh when he was only nine years old.

a Did he?

Yes, and he married soon after that.

b

He was only about 19 years old when he died.

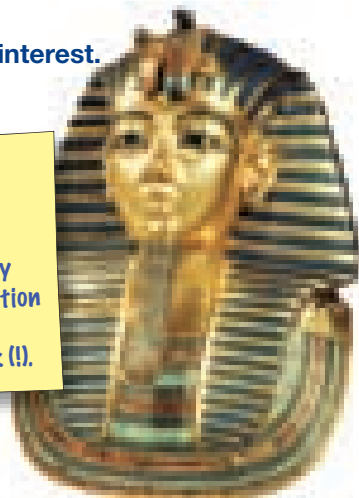
c

Yes, people believe he died after he fell off his horse.

d

DON'T FORGET

Expressions which show surprise or interest are usually followed by a question mark (?) or an exclamation mark (!).



2 Work in small groups.

These four people would all like to be the leader of a group you belong to.



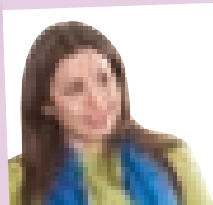
Man 1

- 19 years old
- University student of English
- Lives in your area
- Went to your school



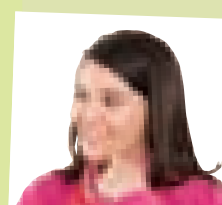
Man 2

- 23 years old
- In his first year of a teaching job
- Lives 20 km from your town
- Is a good friend of your family



Woman 1

- 25 years old
- A hospital doctor
- Lives in your city
- Makes regular visits to your area



Woman 2

- 27 years old
- A lawyer
- Your neighbour
- Makes friends easily

- Decide what kind of group you could belong to, e.g. a sports club or a reading group.
- Read about the four people who would like to be your leader.
- Each member of your group should choose a leader and explain his or her reasons to the rest of the group.
- Choose your leader. Most people in the group must agree.

3 Give a talk to the class.

- Groups take turns to tell the rest of the class about their choice of leader.
- When you are listening to another group, use the expressions of surprise and interest below.

Really! Is that right? How interesting!

Is he? Was she? Does she? Did he? etc.



UNIT 3 Energy

Listening

Objectives

Grammar Present simple: active and passive

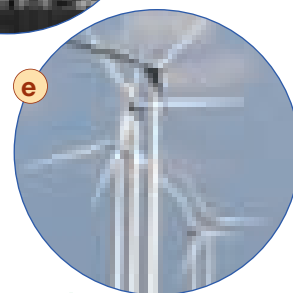
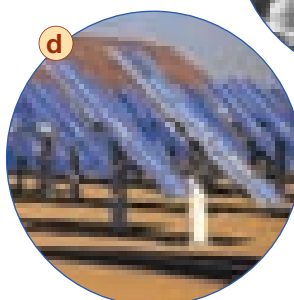
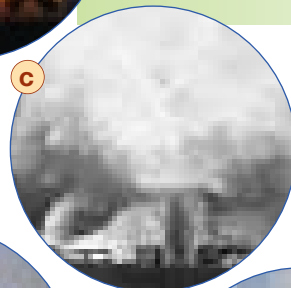
Listening Listen for gist and for specific information

Reading Read for gist

Critical thinking Understand the importance of energy

Functions Ask questions

Writing A report



1 Discuss these questions in pairs.

a Which pictures show energy being produced from the following?

- 1 ☒ coal 3 ☐ sun 5 ☐ geothermal energy
2 ☐ oil 4 ☐ wind

b Which of the types of fuel is renewable (can be used again)? Which is non-renewable (can be used only once)?

2 Check the meaning of these words in your Active Study Dictionary.

liquid molten nuclear pipe (v)
power station pressure

3 Listen to a radio interview about geothermal energy and answer these questions.

- a What do the "geo" and "thermal" mean in the word *geothermal*?
b How does the hot water reach the earth's surface?
c How does the hot water reach the power station?

4 Listen again and complete these sentences.

- a Geothermal energy is produced by hot rocks below the earth's surface.
b These rocks are hot and in form because of the great pressure.
c We get hot when water comes through a hole in the earth's surface.
d On the earth's surface, the hot water is heated again and then piped to
e Steam drives the which produce electricity.

5 Why do you think geothermal energy is better for the environment than that produced by traditional power stations?

6 The sounds of English

a Complete the table with words that have the same stress.

become beginning connected correct nuclear pressure surface underground	'liquid <u>surface</u>	a'larm	'energy	al'ready
--	---------------------------	--------	---------	----------

b Listen, check your answers and repeat the words with the correct stress.

DON'T FORGET

In words with two or more syllables, one syllable is usually stressed. Dictionaries show the stressed syllable as follows: *uni'versity*.

Language focus

Present simple: active and passive

1 Study these sentences from the listening text, then do the following.

- 1 We get energy from rocks under the earth.
- 2 Sometimes steam is produced like this.
- 3 Hot water comes up through a hole in the earth's surface.
- 4 We drill deep below the earth's surface into the underground lakes.
- 5 Water is then pumped to the surface and is heated again to make steam.
- 6 The steam is then piped to a power station, where it is connected to machines which produce electricity.



- a Underline the active verbs and circle the passive verbs.
- b How do we form passive verbs?
- c Why do we use passive verbs? Compare these two sentences.
 - Water **is pumped** to the surface and heated again.
 - People **pump** water to the surface and heat it again.
- d Look at this active sentence. Why can't it be made into a passive sentence?
Hot water comes up through the earth's surface.
- e Use your *Active Study Dictionary* to find three other verbs like *come up*, that are intransitive (do not have an object).

DON'T FORGET
Your dictionary shows you whether verbs are **transitive** or **intransitive**.

2 Complete this paragraph by choosing the present simple passive form of the correct verb.

~~burn~~ grow produce put turn use

In many parts of the world, wood **a** is burnt to heat people's homes and for cooking. This has happened for thousands of years. But now plants and trees **b** in other ways. For example, in some places, sugar cane **c** and used to make fuel for cars and other vehicles. In other places, vegetable oil **d** from palm trees, corn and some types of beans. This oil **e** straight into vehicles or **f** into diesel.



3 Discuss these questions in pairs.

- a What other forms of renewable energy do you know?
- b What types of energy are used most in Egypt today?
- c What types of energy do you think will be used in the future?

- 1** Check the meanings of these words in your *Active Study Dictionary*.

atom fossil (fuel) generate
hydroelectric waste (n) wind turbine

- 2** Read the article quickly and answer these questions.

- a Which forms of energy are discussed in the article?
b Which are renewable and which are non-renewable?

- 3** Use these words to make questions about the article. Then ask and answer the questions in pairs.

How How much ~~What~~
Where Why How many What

- a What sort of fuel does most of our energy come from today?
b are fossil fuels found?
c are fossil fuels non-renewable?
d forms of energy are renewable?
e can we use wind to generate electricity?
f of Egypt's electricity is produced from hydroelectric power?
g are the problems with nuclear power?

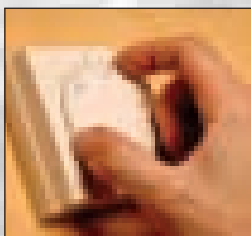
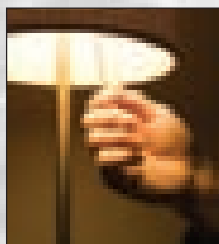
- 4** Read these sentences from the article and discuss the questions in pairs.

We need to reduce our use of **non-renewable** fuel.
As well as being **inexpensive** to produce, this clean energy does not pollute the environment.

- a How do the prefixes *non-* and *in-* change the meaning of the words?
b What other prefixes like this do you know?

- 5** Discuss this question in pairs.

What simple ways can you think of to save energy around the home or at school?



ENERGY

Nothing can live without energy. People, animals and plants need energy to live and machines need energy to work. Today, most of the energy we use still comes from **fossil** fuels like coal, oil and gas, which have been formed underground over millions of years. We call these non-renewable forms of energy because they can only be used once. Because of this, we need to reduce our use of non-renewable fuels and use more renewable forms of energy like those from the sun, wind or geothermal energy.

For centuries, the wind has been used to sail ships and to pump water. Now it is used to produce electricity. Groups of **wind turbines** along the Red Sea in Egypt **generate** large amounts of electricity. Water is also a renewable form of energy. Huge quantities of water go through the High Dam at Aswan from Lake Nasser. This **hydroelectric** power supplies Egypt with a lot of its electricity. As well as being inexpensive to produce, this clean energy does not pollute the environment.

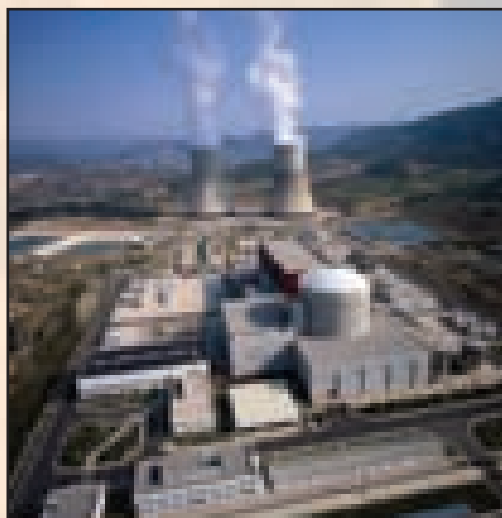
Other countries depend on nuclear power – power produced when **atoms** split. However, nuclear power produces dangerous **waste** which must be stored for thousands of years before it is safe. Accidents at nuclear power stations are extremely dangerous to people's health and to the environment.

Energy from the sun is probably the best form of renewable energy. Scientists believe that the sun's energy will last for another five billion years. This energy can now be captured and stored.

It is important for us to save energy in our homes and workplaces in order to stop using up non-renewable sources of energy.

1 Answer the following questions.

- a How long have fossil fuels taken to form?
They have taken millions of years to form.
- b Why do we need to increase our use of renewable forms of energy?
- c In what two ways is hydroelectric power a good form of energy?
- d Do you think people will use more or less energy in the future? Give a reason.
- e Why do you think the sun is one of the best forms of renewable energy?
- f How do you think we could make greater use of the sun as a form of energy in the future?

**2 Read this quotation from the article and discuss the questions.**

- a Which countries do you know use nuclear power?
- b Why do you think some countries have nuclear power instead of using fossil fuels or renewable forms of energy?
- c Why is nuclear waste a problem?
- d What would happen if there was a nuclear accident?

Other countries depend on nuclear power. However, nuclear power produces dangerous waste which must be stored for thousands of years before it is safe. Accidents at nuclear power stations are extremely dangerous to people's health and to the environment.

3 Discuss these questions in pairs.

- a Do you think we will ever run out of energy? Why/Why not?
- b How does the price of energy affect people and countries?
- c How can cooperation between countries help to solve energy problems?



1 Read these newspaper headlines and discuss the questions in pairs.

- a** Do you think the price of oil will increase in the future? Why/Why not?
- b** How do you think air conditioning damages the environment?
- c** What should be “switched off”? Who can save money by switching off?
- d** How can people “save energy and keep fit”?

Price of oil to increase by 30% in next five years

Air conditioning damages the environment

Switch off and save money

How to save energy and keep fit

2 You are going to do a survey into people's use of energy. First, think of questions you could ask to find out the following:

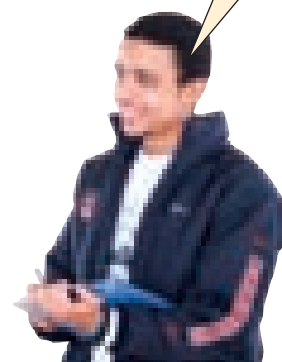
- **Travel habits:** use of cars/travel to school/shops/free time and holidays, etc.
Example: How often do you travel by car?
- **At home:** cooking/air conditioning/heating water/lighting, etc.
Example: What kind of energy do you use for cooking?
- **Ways of saving energy:** switch off lights/television/air conditioning, etc.
Example: Do you switch off lights when you are not in a room?

3 Check your notes.

- a** Read the notes you made about your partner's answers and check what you have written. You will need to use these notes later.
- b** Check for spelling mistakes, using your *Active Study Dictionary* if necessary.

How often do you travel by car?

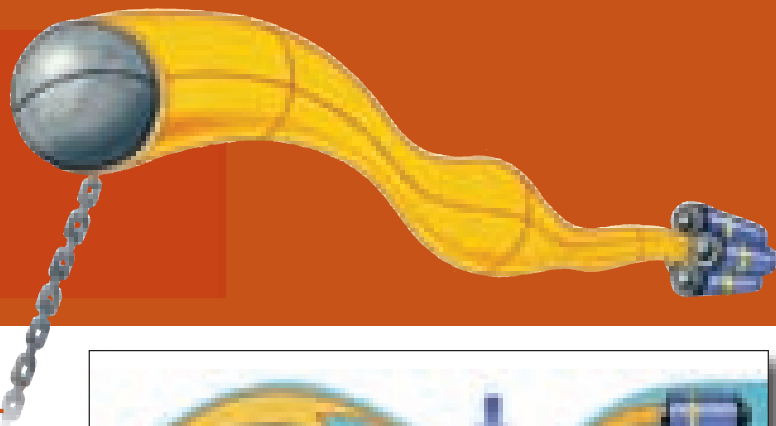
Two or three times a week, usually at the weekend.



Review

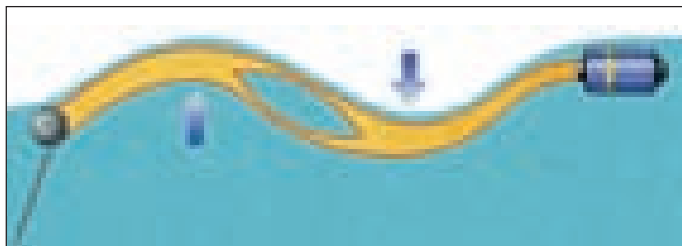
A

Listening



1 Discuss these questions in pairs.

- a What do you think the pictures show?
- b Where do you think this is?
- c Now listen and check your ideas.



2 Listen again and match to make sentences.

- a The television programme was about
- b The snakes are nine metres long and
- c Electricity is generated by the snakes
- d In the future, there may be 50 or more snakes
- e The snakes are not dangerous to ships because
- f The electricity which is produced by the snakes

- 1 ☐ which go up and down as the waves move.
- 2 ☐ will not be expensive.
- 3 ☐ are made of rubber.
- 4 ☐ they are under the water.
- 5 ☒ a generating energy from the sea.
- 6 ☐ in each wave farm.

3 Discuss this question in pairs.

Look at the pictures. What other ways of generating energy from water do they show?



4 The sounds of English

- a Listen and repeat the sentences you hear.
- b Listen again and write the sentences.

1 Let's meet at eight o'clock tomorrow.

2

3

4

- c Underline stressed part of each long word in each sentence.

1 What would you say in these situations? Choose the correct answer from a or b.

- 1 A friend asks you the time of the next lesson.
a The lesson will start at ten o'clock. **b** The lesson starts at ten o'clock.
- 2 Someone asks you to predict tomorrow's weather.
a It will almost certainly be very hot. **b** It is almost certainly very hot.
- 3 Your parents ask what you have planned to do at the weekend.
a I'll go shopping with Samira. **b** I'm going shopping with Samira.
- 4 A friend asks what exams you have this year.
a I'm taking an English exam. **b** I take an English exam.
- 5 Recommend a book to a friend.
a I think you'll enjoy this book. **b** I think you're enjoying this book.
- 6 A friend wants to know the train times to Cairo.
a The train leaves at five o'clock. **b** The train is going to leave at five o'clock.



2 In pairs, complete, then ask the questions. (You do not need to use two of the words.)

any are ~~is~~ many much is

- a How many kilometres is it from school to your house? *It's about two kilometres.*
- b a thousand pounds too much to spend on a holiday?
- c How people are there in a football team?
- d How money did you pay for the books on your desk?

3 Choose the correct verb, active or passive.

The power of the sun

Energy **a** *produces/is produced* when the light from the sun **b** *reaches/is reached* the earth. First, this light **c** *captures/is captured* and **d** *stores/stored*, before it **e** *changes/is changed* into heat or electricity.

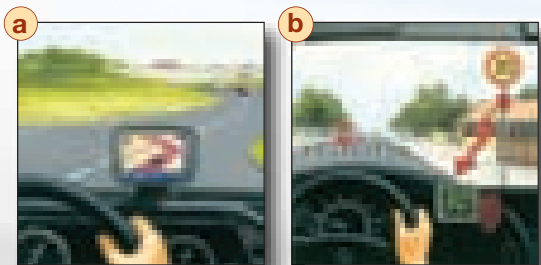
Some people **f** *put/are put* special glass on the roofs of their houses. This **g** *is collected/collects* light and **h** *turns/is turned* it into heat, which **i** *warms/is warmed* water in people's homes. The main problem with this kind of energy is that the sun **j** *does not produce/is not produced* the same quantity of heat all the time. This **k** *depends/is depended* on the time of day and the time of year.



4 How are light and heat from the sun used in Egypt?

1 Look at the pictures and discuss these questions in pairs.

- a How can computers help drivers in a car?
- b How do you think computers will help drivers in the future?



2 Read this article. Does it include any of your ideas?

3 Complete using information from the article.

- a In the future, computers in cars will help drivers to solve engine problems.
- b The computer will find the to the nearest garage.
- c The computer will then contact the garage where a driver's car can be
- d The second device stops drivers from driving
- e If this device reduces accidents, many lives will be
- f Sat-nav are already being used by drivers to give them directions.

4 Are these sentences True or False? Correct the false ones.

- a This article is about devices in the future. False. It is about devices we currently have.
- b The car's computer will repair the engine itself.
- c If a garage has the parts you need, it will tell you when to bring your car to be repaired.
- d The slower drivers travel, the fewer road accidents there will be.
- e The main purpose of the devices described in the article is to save lives.

Fast Forward

You are driving your smart car along the motorway from Cairo to Aswan when something goes wrong with the engine. You do not know what the problem is, but the computer in your car will help you. It will examine the engine and find what is wrong. It will then connect to the internet to find the distance to the nearest garage where your car can be repaired. The computer will then send an e-mail to the garage to check that it has the parts you need for your car. If the garage has these, you will receive an e-mail asking when you would like to take your car to be repaired. You will reply on your mobile phone, which will e-mail your message to the garage. In this way, your car's engine problems will be solved.

There is also a device which will control how fast you can drive on the road you are on. It does not matter what you do, it will be impossible to drive faster than what the device tells the engine. Experts have found that this device will reduce the number of road accidents and save thousands of lives every year.

Is this just science fiction? No, both these devices are currently being used. You can find information about them on the internet. Drivers all over the world are already using sat-nav systems to tell them where they are and how to get to a destination. In the future, technology will also help them to solve engine problems and to keep everyone safe.

1 Correct the mistakes in these sentences.

- a ~~Much~~ things can go wrong with a car engine. Many
- b Many lives will be save by the devices.
- c Sat-nav systems is very useful for many drivers.
- d Thirty kilometres are a long way to travel on one litre of petrol.
- e How many petrol does your car use?

2 Discuss this question in pairs.

What is your opinion of the devices described in the article?

**Critical thinking****1 Answer the following questions.**

- a In the future, how will a driver know when there is something wrong with the car engine?
The computer in the car will tell the driver.
- b How will drivers know whether a garage has the parts they need for repairs?
- c How will the second device help to reduce accidents?
- d Do you think most drivers will welcome the device which stops them from driving too fast? Why/Why not?
- e Do you think drivers drive too fast in cities?
- f Why do you think people today need sat-nav systems in their cars?

2 Read this quotation from the article and answer the questions.

- a What other ways are there of reducing the number of road accidents? Think of what these groups could do to help.

- car makers • car drivers
- the police • schools

- b What can cyclists and walkers do to keep themselves safe on the roads?

Experts have found that this device will reduce the number of road accidents and save thousands of lives every year.

3 In pairs, compare and discuss your answers to the questions in Exercise 2.

I think car makers should make cars slower.

I'm not so sure.



Project 1 A traffic survey

Situation

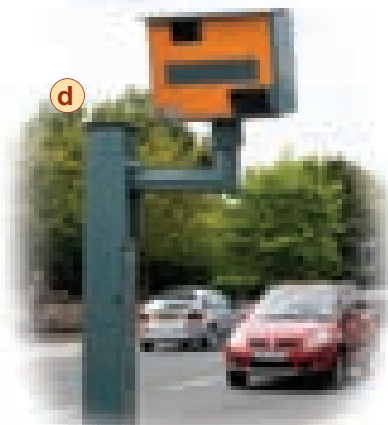
You and your partner are going to discuss ways to reduce road accidents in the area where you live.

1 Read the situation, then discuss these questions in small groups. Agree or disagree with other students' opinions.

- a How safe are the roads in your area?
- b What are the main causes of road accidents in this area?
- c What is done to reduce accidents?

2 Look at the pictures and discuss the questions.

- a How do you think the things in these pictures make driving safer for drivers and other car users?
- b Are any of these devices used in your area? How successful are they?
- c In what other ways could your area be made safer?



3 Work in pairs and make notes.

- a Make three suggestions for improving road safety in your area. For example:
 - have signs to make cars go more slowly.
 - have more traffic lights where people can cross the road.
 - have more buses so fewer people need to drive.
- b Present these suggestions to the rest of the class.
- c Agree on the top three suggestions from all the pairs.



4 Writers and stories

Listening

Objectives

Grammar Past tenses: active and passive

Listening Listen for gist, for detail and to interpret meaning

Reading Read for specific information

Critical thinking The importance of literature and education

Function Express opinions

Writing A summary

1 Discuss this question in pairs.

If you could be a writer, what would you choose to write: novels, poems, short stories, newspaper reports or magazine articles? Why?

2 Check the meanings of these words in your Active Study Dictionary.

competition old-fashioned routine (n)

3 Listen to an interview with a writer and answer the questions.

a What did the speaker write when he was at university? *He wrote short stories.*

b How many words a day does he try to write?

c Who does the writer ask for opinions about his books?

4 Listen again. Are these sentences True or False? Correct the false ones.

a When he was seven years old, the writer won first prize in a poetry competition.

False, he won the second prize.

b When he was a student, he could usually finish a short story in two or three weeks.

c It is more than 20 years since the writer wrote a short story.

d Every day, the writer writes from three o'clock in the afternoon until nine o'clock at night.

.....

e The writer doesn't use a computer for writing.

f Last year, the writer changed a story because his friends didn't like the beginning.

5 Guess the meaning of the red words from the listening text.

a I have a ten-minute break for coffee at **midday**.

b My **publisher** insists that I send everything as an e-mail **attachment**.

6 Would you want to write a story with a pen, a pencil or on a computer? Why?

7 The sounds of English

a Listen to these words and tick if there is an extra syllable when you add -s.

b Listen again, check your answers and repeat the words.

poem

☐

prize

☒

exercise

☐

house

☐

idea

☐

publisher

☐

routine

☐

race

☐

DON'T FORGET

The pronunciation of the final -s in plurals is not always the same.

1 Study these sentences from the listening text, then do the following.

- a Underline the past verb forms in these sentences.
b Write the name of the verb form and put active (a) or passive (p).

- 1 I've written stories for as long as I can remember. Present perfect (a)
- 2 When I was seven, I wrote a poem which won a prize.
- 3 While I was finishing one story, I was thinking of the next one.
- 4 I used to write very quickly.
- 5 As soon as I'd finished a story, I'd start the next one.
- 6 My last novel was changed six times.

2 Match these verb forms with their meanings.

- a The past simple
b The present perfect
c The past continuous
d The past perfect

- 1 ☐ is used for actions which started in the past and still continue.
- 2 ☐ is used for past actions which happened before other past actions.
- 3 ☒ is used for actions which started and finished in the past.
- 4 ☐ is used for actions which happened for a length of time in the past.

3 What is the difference in meaning between these sentences? Discuss in pairs.

- | | |
|--|--|
| a I've written stories for five years. | ◆ I wrote stories for five years. |
| b When she suggested the idea, I tried using a computer. | ◆ When she suggested the idea, I'd tried using a computer. |
| c I changed my novel six times. | ◆ My novel was changed six times. |
| d I used to write stories very quickly. | ◆ I wrote the stories very quickly. |

**4 Complete these sentences with the correct past form of the verbs in brackets (active or passive).**

- a This book was written (write) by a famous writer.
b I (enjoy) reading novels since I was a young child.
c Yesterday, my sister (give) me a book she (finish) reading the day before.
d It (deliver) while I (read) the newspaper.
e I (read) at least one book a week, but now I don't read so many.

5 Write a sentence about the following, then compare sentences with a partner.

- a Something interesting you've done for more than a year. I've played basketball for three years.
b Something you saw while you were coming to school today.
c What you were doing at six o'clock yesterday evening.
d Something you used to enjoy doing five years ago.
e An interesting place you've visited and an interesting place you'd visited before that.

- 1** Check the meanings of these words in your *Active Study Dictionary*.

custom develop district
establish law pioneer style

- 2** Read this article about Yehia Haqqi quickly and answer the questions.

- a What subject did Haqqi study at university?
He studied law.
- b Which countries did Haqqi work in as a diplomat?
- c Who did he want to help?
- d For which collection of stories did Haqqi win an important prize?

- 3** Choose the correct answers from a, b, c or d.

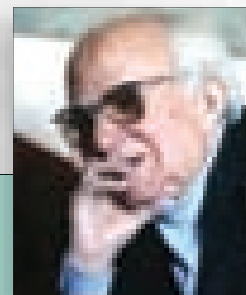
- 1 What did Yehia Haqqi write?
a newspaper articles b poetry
c fiction d political reports
- 2 What was Yehia Haqqi's main job?
a a lawyer b a diplomat
c a politician d a writer
- 3 When did he start to write?
a While he was working.
b After he had retired.
c Before he started work.
d While he was a student.
- 4 Why is Yehia Haqqi's writing still important today?
a He created a new style of writing.
b It was translated into many languages.
c He translated European literature into Arabic.
d He was an excellent diplomat.

- 4** Discuss this question in pairs.

How do you think Haqqi's training as a lawyer affected how he wrote?



Yehia Haqqi (1905–1992)



Yehia Haqqi was one of the **pioneers** of modern Egyptian literature. As well as being an important writer, he was an expert on Arab culture.

Yehia Haqqi was born in 1905 in the Sayyida Zeinab **district** of Cairo. He graduated in **law** and worked for a short time as a lawyer. In 1929, he began his career as a diplomat and he worked abroad for more than 20 years. The time he spent in France, Italy, Turkey and Libya gave him experiences he later used in his writing.

At the same time as he was working, Haqqi was also writing stories. His first short story, published in 1925, **established** him as one of the great short story writers of the Arab world.

Haqqi always wanted to help poor and disabled people. He had to go to hospital after an earthquake in Cairo, but gave his bed to a poor person who he thought needed it more. In 1955, he wrote a collection of short stories about the poor and the disabled which won an important prize. Another of his stories, *The Postman*, was made into a film.

Haqqi wrote in a new way about Arab society and **customs** in the twentieth century. Haqqi was also interested in the Arabic language and he **developed** a new **style** of writing which is respected today.

As well as writing his own novels and stories, Haqqi also translated Russian, French, Italian and Turkish literature into Arabic. He was a very strong believer in the power of education and supported many young Egyptian writers.

Haqqi died in 1992, but is still thought of as the father of the modern short story and the novel in Egypt.

1 Answer the following questions.

- a What did Yehia Haqqi know a lot about? *He knew a lot about Arabic culture.*
- b What did he do after an earthquake?
- c Which of his stories was made into a film?
- d How do you think Haqqi's work as a diplomat helped him to be a writer?
- e What do you think Haqqi thought about poor and disabled people?
- f Why do you think Haqqi was interested in helping young Egyptian writers?

2 Read this quotation from the article and discuss the questions.

As well as writing his own novels and stories, Haqqi also translated Russian, French, Italian and Turkish literature into Arabic. He was a very strong believer in the power of education and supported many young Egyptian writers.

Haqqi died in 1992, but is still thought of as the father of the modern short story and the novel in Egypt.

- a Why do you think Yehia Haqqi wanted to translate other countries' literature into Arabic?
- b What do you understand by *the power of education*?
- c What do you understand by *the father of the modern short story and the novel in Egypt*?

3 Discuss this question in pairs.

In what ways does reading literature improve your education? Think of the following.

- language and vocabulary
- your own experiences
- other people's experiences
- different cultures
- unusual or different situations



1 In pairs, can you match the writers below with the jobs they also did during their lives?

- a Yehia Haqqi
- b Jonathan Swift
- c Guy de Maupassant
- d William Golding
- e Herman Melville
- f Rider Haggard
- g Michael Crichton
- h Charles Dickens

- 1 ☐ journalist
- 2 ☐ lawyer
- 3 ☐ sailor
- 4 ☐ politician
- 5 ☐ doctor
- 6 ☒ diplomat
- 7 ☐ clerk
- 8 ☐ teacher



2 Discuss these questions in pairs using the language of opinion below.

- I think/don't think that...
- In my opinion, ...
- I'd say that...
- As far as I'm concerned, ...

- a How do you think a person's job could help them write a story?
- b Do you think some of these jobs would help a writer more than others? Why/Why not?
- c What other jobs do you think would help a writer?
- d What other things in a writer's life would help them be a good writer?

3 Discuss the following in pairs.

- a Do you think people should only ever do one job? Or is it useful to do more than one job in your career?
- b A journalist may make a good novelist. Can you think of other jobs that would help someone be the following? Say why.

- a teacher
- a politician
- a policeman
- a manager of a football team
- a hotel manager



Agatha Christie: N or M?

Listening

Objectives

Grammar Passive verbs: past and present

Listening Listen to check predictions and for specific information

Reading Read for specific information and to understand reference words

Critical thinking Discuss ways in which to help your country

Function Give advice

Writing An e-mail giving advice



- 1 Check the meanings of these words in your *Active Study Dictionary*.

amnesia excavation mousetrap
murder (n) poison (n) shy

DON'T FORGET

If a two-part word is not in your dictionary, check the meaning of the two parts. For example:
mousetrap = *mouse* and *trap*.

- 2 In pairs, guess the correct answer from a, b or c about Agatha Christie.

- What kind of books did Agatha Christie write?
a crime **b** children's **c** science fiction
- During the First World War, she worked as a
a diplomat **b** nurse **c** teacher
- Agatha Christie worked in Iraq with
a a soldier **b** a travel agent **c** an archaeologist



- 3 Listen to a talk about Agatha Christie and check your answers.

- 4 Listen again and complete these sentences.

- Agatha Christie never went to school. Instead she was taught *at home by her mother*.
- She worked as a nurse and looked after
- When her mother died, Agatha Christie
- On her first journey on the Orient Express, she visited
- She cleaned and repaired things that her husband found on
- The Mousetrap* is the longest-running
- Agatha Christie's novels have been translated

- 5 Discuss these questions in pairs.

- Have you read any of Agatha Christie's stories or seen any of the films?
- How do you think Agatha Christie used information about medicines in her writing?

- 6 The sounds of English

- a Listen and complete these sentences which contain the letters *p* or *b*.

- Welcome to the *Book Programme*.
- The Mousetrap* has without a since 1952.
- Her have in over a hundred countries.

- b Compare answers with a partner, then listen again and repeat the sentences.



1 Study these sentences from the listening text, then do the following.

- Underline the passive verbs and write what tense they are.
- Write the sentences again in your exercise books using active verbs. You will have to choose a subject for some of your sentences.

- Agatha was taught at home by her mother. *Simple past passive, Agatha's mother taught her at home.*
- She is thought to have suffered from amnesia.
- It is reported that she cleaned and repaired some of the things that were found.
- Some of her stories are based on her travels to these countries.
- Since then, the play has been performed without a break.
- Her best books have been published in over a hundred countries.

DON'T FORGET

Not all passive sentences include an agent (the person who does the action). Sentence 1 includes an agent (*her mother*), but sentence 2 does not.

2 Write this text as a newspaper report using passive verbs where possible.

Agatha Christie wrote *The Mousetrap* in 1947.

The Mousetrap was written in 1947 by Agatha Christie.

She wrote it as a radio play called *Three Blind Mice*.

The main actors played the same characters for the first eleven years.

Since then, they have changed the actors many times.

The Mousetrap is a crime story about a group of guests who do not know each other.

They spend the night in a hotel because of heavy snow.

One of the guests is a police officer. During the night, someone murders one of the guests.

By the end of the play, the police officer has solved the crime.

3 In pairs, talk about recent news stories to complete these phrases.

- It has been reported that...
- It is now known that...
- ...is/are believed to be...
- It is thought that...

It is now known that last month was the hottest for two years.

It has been reported that foreign tourism increased by 20% last year.

- 1 Check the meanings of these words in your *Active Study Dictionary*.

headquarters identity innocent
invasion secret agent spy
suspect (n) transmitter

- 2 Read this summary of Agatha Christie's *N or M?* and find the names of the spies' leaders.

- 3 Are these sentences *True or False*? Correct the false ones.

- a At the beginning, an invasion has just taken place. *False. At the beginning, an invasion may take place.*
- b The government knows the identity of the spies' leaders, but does not know where they are.
- c The government believes that the spies' headquarters may be somewhere near the sea.
- d Carl von Deinim, Mr Bletchley and Mr Haydock sometimes play golf together.
- e At first, Tommy and Tuppence think that the scientist may be one of the spies.
- f Tommy is captured on his way to Haydock's house.

- 4 What do these words and phrases in bold from the reading refer to?

- a Nobody knows **their identity**.
The identity of the spies
- b **They** meet the other hotel guests.
- c **The three men** sometimes play golf together.
- d They soon discover that **both** are innocent.
- e Tommy leaves **his friend's** house.
- f **It** is the shy Mrs Sprot.

- 5 Discuss this question in pairs.

Do you enjoy stories like this? Why/Why not?

N or M?



It is a time of war in England and everyone knows that there could be an **invasion** at any time. The government knows that the enemy is being helped by a dangerous group of **spies** inside the country, but nobody knows their **identity**. But it is believed that the spies' **headquarters** is a small hotel on the coast, and that the spies' leaders are a man and a woman.

Two **secret agents**, Tommy Beresford and his wife Tuppence, are sent to the hotel to find these spies. They meet the other hotel guests and the people from the town. The guests include Mr Bletchley, a retired soldier; Mrs Sprot, a shy young woman; and Carl von Deinim, a scientist. Mr Bletchley introduces Tommy to Mr Haydock, a retired sailor who lives in a house overlooking the sea. The three men sometimes play golf together.

The Beresfords' first **suspects** are the hotel owner and the scientist,

but they soon discover that both are **innocent**. Then they hear that the invasion is planned for the following week. This means they have seven days to find the enemy and save the country from invasion.

One day, after a game of golf, Tommy finds a radio **transmitter** hidden in Mr Haydock's bathroom and realises that Haydock is one of the spies. Haydock does not seem worried by Tommy's discovery. Tommy leaves his friend's house, but on the way back to his hotel, he is captured and locked in a room.

Tuppence discovers the other spy leader. To everyone's surprise, it is the shy Mrs Sprot. The police arrest her and soon find Mr Haydock. Tommy is set free.

Without the help of the spies' leaders, the invasion cannot take place. Tommy and Tuppence have saved the country!



1 Answer the following questions.

- a Where are the two secret agents sent? Who sends them? *They are sent to a small hotel on the English coast by the government.*
- b Who is Carl von Deinim?
- c Where does Tommy find the radio transmitter?
- d Why do you think a small hotel on the coast is a good place for spies to hide?
- e Why do you think Mr Haydock lets Tommy leave his house after his discovery of the radio transmitter?
- f Why do you think people are surprised that Mrs Sprot is one of the spies?

2 Read this quotation from the story and discuss the questions.

The Beresfords' first suspects are the hotel owner and the scientist, but they soon discover that both are innocent. Then they hear that the invasion is planned for the following week. This means they have seven days to find the enemy and save the country from invasion.

- a Why do you think the scientist is one of the Beresfords' first suspects?
- b Why do you think finding the spies will help to save the country from invasion?

3 Discuss this question in pairs.

What qualities do you think Tommy and Tuppence have that help them to solve crimes like this?



1 When Hamid leaves school, he wants to do something to help other people. Listen to five people giving him advice.

- a Which do you think is the best advice?
- b Compare ideas with a partner.

2 Listen again and tick the phrases the speakers use to give advice.

- ☒ I think you should...
- ☐ Why don't you...?
- ☐ If I were you, I'd...
- ☐ What about -ing...?
- ☐ I think it'd be a good idea to...
- ☐ You could...
- ☐ The best thing you could do would be to...



When I finish school, I'd like to do something to help other people. What advice can you give me?

3 Work in groups of five and do the following.

- a Each student should think of a problem you would like the other students in your group to help you with. Start like this:

Problem

*I'd really like to ..., but I'm not sure about the best way of doing it.
What advice can you give me?*

- b Write your question on a piece of paper, then give it to another student in your group.
- c Think of an answer to the question you have been given. Use one of the phrases from Exercise 2.
- d Take turns to read the questions and your answer to it.
- e After each student speaks, other members of the group should give their own advice for each problem.



6 The importance of trees

Listening

- 1 Check the meanings of these words in your *Active Study Dictionary*.

bark (n) harden ring (n) tube

- 2 Discuss these questions in pairs.

- How old and tall can trees be?
- What do the parts of the tree in the picture do or show?
- How can we find the age of a tree without cutting it down?
- Listen to a radio programme about trees and check your ideas.

- 3 Listen again and choose the correct answers.

- The world's tallest tree is nearly ~~84~~ 94 metres tall.
- The tallest tree is between two and three **hundred/thousand** years old.
- Tubes carry water from the **roots/bark** to the leaves.
- Goats and other animals can **kill/eat** trees by damaging the bark.
- Every year, soft **cells/tubes** below the bark of a tree form new wood.
- When a thin piece of wood is removed from a tree, **little/a lot of** damage is done to the tree.
- The more rain there is in a year, the **narrower/wider** the tree rings are.

- 4 Guess the meaning of the red words from the listening text.

- How is it possible to **calculate** the age of a tree?
- Then we **extract** a very thin piece of wood.
- The **width** of the ring depends on the climate.

- 5 Discuss the trees in your area in pairs.

- Where do your local trees grow, e.g. in parks, in gardens, on farms, along the side of the street?
- Are they grown for fruit, for wood, for shelter or for something else?

- 6 The sounds of English

- It is sometimes difficult to hear where one word ends and the next word starts. Listen to some common phrases and write what you hear in your exercise books.
 - Go and see it.
- Listen again and repeat the phrases.

Objectives

Grammar Zero and first conditionals

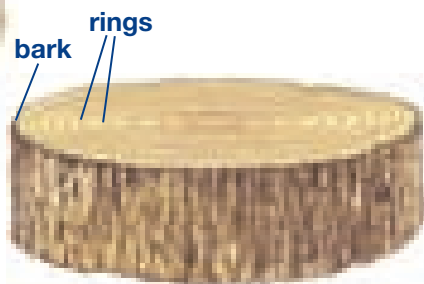
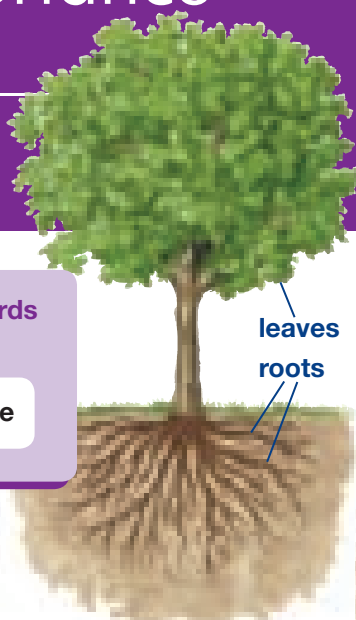
Listening Listen for gist, for specific information and to guess the meanings of unknown words

Reading Read for gist and to distinguish fact from opinion

Critical thinking The importance of the natural world

Function Give instructions

Writing A list of instructions



1 Study these sentences from the listening text, then do the following.

- Complete the sentences with the correct verbs.
- What verb tenses are used in the two parts of the sentences?
- Which of these words could replace *if* in the sentences?

although because when

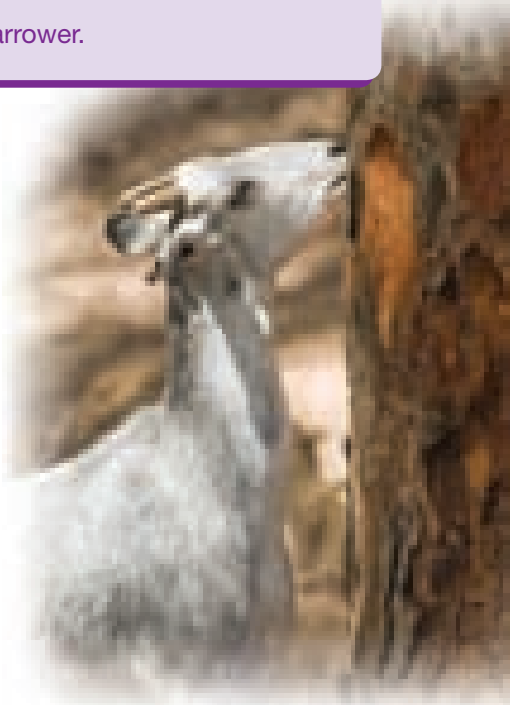
- If the bark is badly damaged, the tree dies.
- You see the rings if you the tree down.
- If there a lot of rain during the year, the rings quite wide.
- If it a dry year, the rings narrower.

2 Discuss the following in pairs.

- Is the zero conditional used to describe future possibilities, things which are generally true or past events?
- What is the difference in meaning between these two sentences?
 - If it rains, our plants grow well. (*Zero conditional*)
 - If it rains, our plants will grow well. (*First conditional*)

DON'T FORGET

The first conditional is **If + present simple + will**.
It is used to talk about things which will probably happen as a result of the first thing.



3 Complete using the correct form of the verb in brackets.

- If those goats eat (eat) the bark on my trees, the trees will die (die).
- If water (freeze), it (turn) to ice.
- If people (not get) enough food, they (become) ill.
- If it (go on) raining for much longer, the river (flood).
- If the farmer's fields (get) very dry this summer, he (irrigate) them.

4 Complete with your own ideas, then compare what you have written in pairs.

- If you heat ice,
- If there is a sandstorm tonight,
- If you mix yellow and blue,
- If you don't water these plants soon,
- If the wind is very strong,

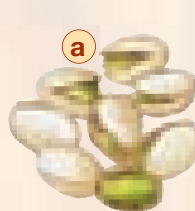


- 1** Check the meanings of these words in your *Active Study Dictionary*.

cardboard instrument products
rubber sap (n) toothpaste turpentine

- 2** Discuss this question in pairs.

Which of the things in the pictures are not connected with trees?



- 3** Read the article quickly and find out how many of the things in the pictures the article refers to.

Why do we need trees?

If you ask people why we need trees, most of them will answer: “We need wood from trees for building houses”; “We get fruit and nuts from trees”; “We make paper out of wood from trees”; “We can use wood as a fuel for cooking and heating”. Recently, people have added a more serious reason to this list: “Trees help the earth to breathe” or “They protect us from global warming”.

It has been said that more than 5,000 things in everyday use are made from trees. Here are a few of them: furniture, sports equipment, pencils, magazines and newspapers, **cardboard** boxes, musical **instruments** and – believe it or not – some kinds of **toothpaste**.

In addition to these uses, trees also give us valuable chemicals. **Turpentine**, which is used as a paint remover, is made from the **sap** of trees. Sap can also be used to make **rubber**. If wood is heated, chemicals are produced which can be used to make medicines and some kinds of plastic. Wood **products** can also be turned into paper, cardboard and materials from which clothes can be made. You may be surprised to hear that wood products are also used in some types of ice cream and other foods.

So, the next time you are reading a newspaper, eating an ice cream, playing the piano or cleaning your teeth, just stop and think: how would you manage to do these things if there were no trees?

- 4** Read the article again and complete these sentences.

- a** Some people believe that trees protect the world from global warming.
- b** Furniture, sports equipment and magazines are examples of things which
- c** People use turpentine
- d** Turpentine is made from
- e** Medicines and plastics can be made
- f** Some types of ice cream are made with

- 5** Work in pairs.

- a** Look around the room you are in and make a list of everything you can see that comes from trees.
- b** Compare lists with other pairs.



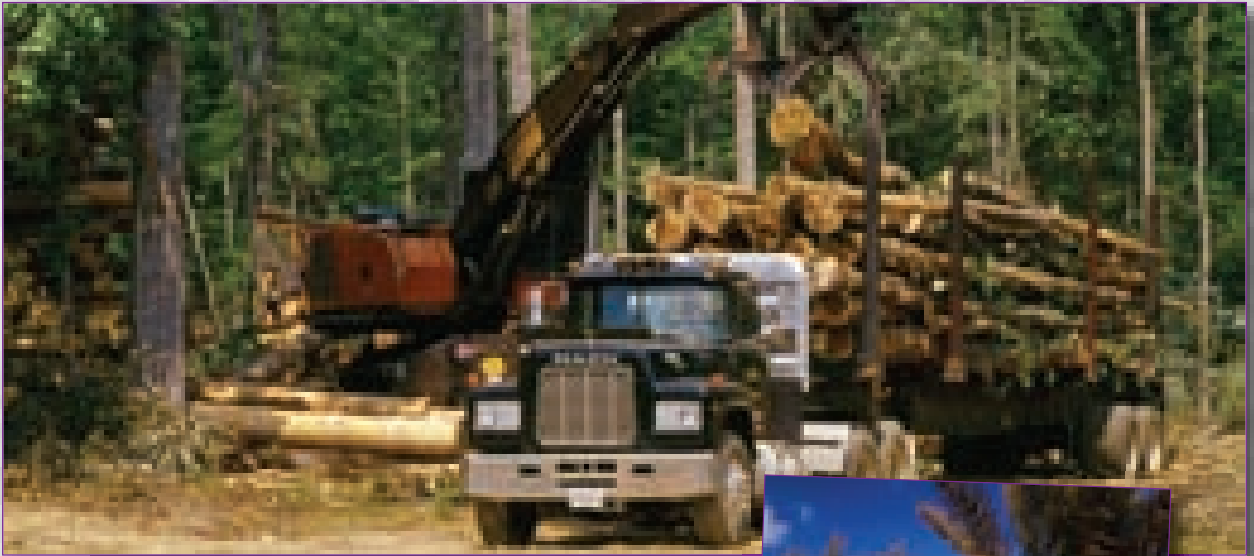
1 Answer the following questions.

- a** How many things in everyday use are made from trees? *There are more than 5,000 things.*
- b** What part of a tree is turpentine made from?
- c** What things can be made from the chemicals produced when wood is heated?
- d** Why do you think wood is good for making musical instruments?
- e** Why do you think it is not dangerous to eat ice cream if it is made with wood products?
- f** How would you manage to read a newspaper or play a guitar if there were no trees?

2 Read this quotation from the article and discuss the questions.

- a** Do you believe that trees protect us from global warming? In what way?
- b** Why are millions of trees being cut down in South America and other parts of the world?
- c** How can this be stopped?

Recently, people have added a more serious reason to this list: "Trees help the earth to breathe" or "They protect us from global warming".

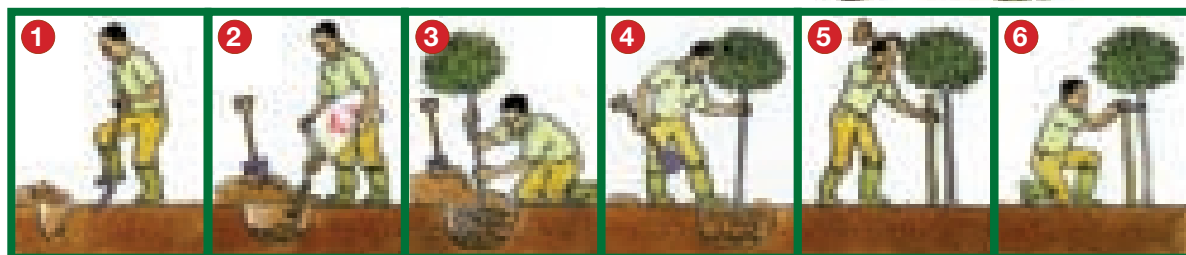
**3 Discuss these questions in pairs.**

- a** Egypt has many palm trees. What products come from palm trees?
- b** What materials can be used instead of wood?
- c** Are other materials better or worse for the environment? Why?
- d** What are the advantages and disadvantages of using plastic instead of wood?



1 Do the following in pairs.

- Match each picture with the correct instruction.
- Underline all the words and phrases used to give instructions.
- Circle all the words and phrases that order the instructions.



- ☐ Now fill the hole. It is important to press the soil down hard with your foot.
- ☐ Finally, tie the tree to the stick.
- 1 First of all, dig a hole where you want to plant the tree. The hole must be deep and wide enough for the roots of your tree.
- ☐ At this point, it's a good idea to put fertilizer into the hole.
- ☐ When you put the tree into the hole, make sure the roots are opened out.
- ☐ Then, using a hammer, put a strong wooden stick next to the tree.

2 Plan some instructions to say to a partner.

- First of all, choose an activity you know well. Here are some ideas:

How to...

- recharge a mobile phone.
- cook something simple.
- make something out of wood or paper.
- use a device in the house, for example the television.

- Think about what you are going to say. Do not write anything yet.
- Take turns to give each other instructions for your activity. If you do not understand something your partner says, ask him or her questions.

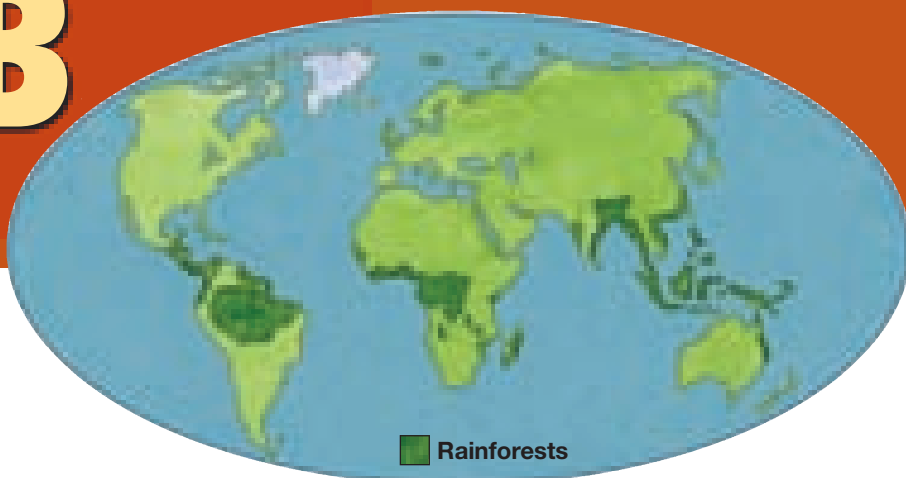


How to make paper

Using the internet or a library, look for information about how to make your own paper.

Review B

Listening



1 Discuss these questions in pairs.

- a Look at the map.
What climate do you think rainforests grow in?
- b Are trees that grow in different parts of the world different to trees in rainforests? How?
- c Listen to a talk about forests and check your answers.

2 Listen again and choose the correct answers from a, b, c or d.

- 1 How much of the earth's surface is covered by forest?
a 10% **b 20%** c 30% d 40%
- 2 Which of these places does Professor Beech refer to as a *rainforest area*?
a China b Australia c India d Central Africa
- 3 What type of trees grow in places where the climate is not very hot or very cold?
a very tall trees b very short trees
c trees which lose their leaves d trees with long branches
- 4 Why do trees in cold climates have branches that point down?
a So snow can fall off. b So their leaves can come off.
c To reach the light. d Because there are so many trees.
- 5 How big is the forest the Professor describes?
a 11,000,000 km² b 1,000,000 km²
c 100,000 km² d 11,000 km²



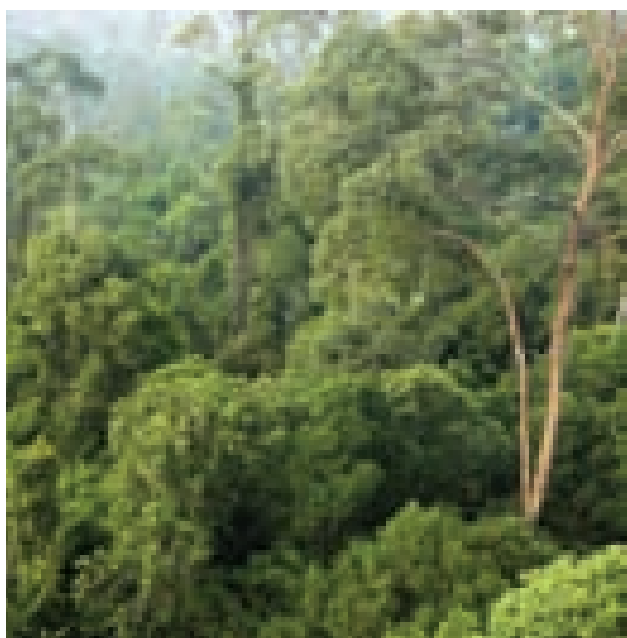
3 Discuss this question in pairs.

Why are the earth's trees so important?

4 The sounds of English

- a Listen and repeat six short sentences.
- b Now listen again and write the sentences in your exercise book.

1 Go and see her.



1 Complete the paragraph with the correct past form of the verbs in brackets.

On December 3, 1926, Agatha Christie **a** *left* (leave) home without telling anyone. At first, nobody **b** (worry), but a few days later, when she **c** (not return) home, the police **d** (start) searching for her.

Eleven days later, Agatha Christie **e** (see) in a hotel in the north of England. She **f** (stay) there as a guest, but she **g** (use) a different name. Afterwards, Christie **h** (refuse) to explain why she **i** (disappear). People **j** (ask) many questions. **k** (suffer) from amnesia? **l** (be) she upset because her mother **m** (died) recently? Or **n** (she try) to get more people interested in her books? We will never know.



2 Change the active sentences into passive and the passive sentences into active.

- a** Trees take in carbon dioxide and produce oxygen.
Carbon dioxide is taken in and oxygen is produced by trees.
- b** Noise pollution in cities is often reduced by trees.
- c** Some trees produce more than a million seeds every year.
- d** Trees are usually killed by insects, diseases or people, not old age.
- e** People have grown trees in gardens for thousands of years.

3 Complete these conditional sentences using the correct form of the words in brackets.

- a** If you eat a lot of salt,
 (it/make/you/thirsty) *it makes you thirsty.*
- b** Be careful! If you look straight at the sun like that,
 (you/damage/eyes)
- c** That pan is very hot. If you pick it up,
 (burn/hand)
- d** If I play computer games for too long,
 (I/get/bad headache/the next day)
- e** If I go to bed very late,
 (not sleep well)
- f** If you phone me this evening,
 (I/tell you what happened)





1 Read the summary of *Murder on the Orient Express* by Agatha Christie and answer these questions.

- a Who is Hercule Poirot? *He is Agatha Christie's most famous detective.*
- b Where does the train start its journey?
- c Who is Mr Ratchett?
- d Why did the train stop during the night?
- e Who helped the detective to solve the crime?
- f How many murder suspects were there?

2 Find and correct the mistakes in these sentences (one sentence is correct).

- a Poirot was travelling to Istanbul ~~to start working~~ on a crime.
Poirot was travelling from Istanbul after he had finished working on a crime.
- b The train was quite empty for the time of the year.
- c Mr Ratchett was a wealthy doctor.
- d During the night, the train stopped because it was raining very heavily.
- e Poirot discovered that Mr Ratchett was not who he said he was.
- f Mr Ratchett had been murdered by one of the passengers on the train.

3 Match to make correct sentences.

- a After Poirot had finished work on a crime,
- b When Poirot got on the Orient Express,
- c Although Mr Ratchett offered Hercule Poirot a lot of money,
- d The train stopped during the night
- e As soon as Poirot and the doctor examined Mt Ratchett's body,

- 1 ☐ because heavy snow was falling.
- 2 ☐ he realised the train was very full.
- 3 ☐ they realised that more than one person from the same part of the train had killed the criminal.
- 4 ☐ Poirot refused to help him.
- 5 ☒ a he left Istanbul on the Orient Express.

4 Complete the sentences with the correct prepositions.

in in ~~on~~
on with

- a Hercule Poirot is a detective who works *on* crimes.
- b Mr Ratchett believed that his life was danger.
- c Poirot worked a doctor who was also on the train.
- d The murder suspect was still the train at the end of the story.
- e Thirteen people had taken part the murder.

5 Discuss these questions in pairs.

- a When was the last time you travelled by train? Where did you go to?
- b What was the purpose of your journey?
- c Do you enjoy travelling by train? Why/Why not?

MURDER ON THE ORIENT EXPRESS

Hercule Poirot, probably Agatha Christie's most famous detective, had finished working on a crime in Turkey and was about to go home on the Orient Express. When Poirot got on the train, he noticed that it was unusually full for the time of year.

Soon after the train had left Istanbul, a wealthy businessman, Mr Ratchett, asked Poirot to protect him because he believed his life was in danger. Although Ratchett offered Poirot a lot of money to do this, the detective did not believe the man's story and refused to help him.

During the night, the train had to stop because of heavy snow. The next morning, Ratchett was found dead: he had been murdered. Had someone got on the train and killed him?

Now Poirot believed Ratchett's story and, together with a doctor who was also on the train, he started work to solve the crime. The two men soon discovered that Ratchett had a secret identity. He was not a businessman, but a criminal who was hated by many people.

After examining the train and Ratchett's body, Poirot realised that the man had almost certainly been murdered by one of the 13 people from the same part of the train as Ratchett. This meant that there were 13 suspects. One by one, Poirot discovered that these 13 people all had a good reason to hate Ratchett. Together, they had carefully planned what they were going to do and had all taken part in the murder. This was why the Orient Express had been so full on that journey.

Critical thinking

1 Answer the following questions.

- a Where had Hercule Poirot been working before he got on the Orient Express?
He had been working in Istanbul.
- b Why did the detective not want to help Mr Ratchett?
- c What did Poirot and the doctor discover about Mr Ratchett?
- d Why do you think Mr Ratchett asked Poirot for help, not one of the other passengers?
- e How do you think Poirot knew there were 13 suspects?
- f What do you think each of the 13 suspects had done?

2 Read the following and discuss the questions below.

- a Why are films of books so often different from the books?
- b What can film-makers do that is impossible for writers?
- c What can writers do that is impossible for film-makers?

Many of Agatha Christie's books were made into very successful films, but the writer was not always happy with the changes which were made to her stories by the film-makers. When she saw ***Murder on the Orient Express***, she said there was one problem. She thought that the actor who played Detective Poirot did not look right for the part.

3 Discuss these questions in pairs.

- a What crime stories have you read?
- b Do you think crime stories are all the same? Why/Why not?

Project 2 A film survey

Situation

You and your partner are going to do a survey of people's film-watching habits and preferences.

1 Read the situation and discuss in pairs.

- a Tick three of the following subjects you want to find out about in your survey and add another subject of your own.

- ☐ the kinds of films people like best
- ☐ people's favourite films
- ☐ where people watch films (at home on TV, video, DVD?)
- ☐ how often people watch films
- ☐ people's favourite actors
- ☐ whether people watch foreign language films
- ☐ (Your subject)



- b Write the questions you want to ask people in your survey. Leave space to write people's answers, e.g.

Question	Answers
How often do you watch films?	

2 Do the survey.

- a Each student in each pair should interview two other students in the class.
b Ask your questions and write down the answers other students give you, like this.

Question	Answers
What kinds of films do you like best?	1 Films that teach me something new 2 Films that make me laugh

3 Discuss the results.

- a Discuss the results of your survey in pairs. Is there anything which surprises you?
b Tell the rest of the class what you have discovered from your survey.





Listening

- 1 Check the meanings of these words in your *Active Study Dictionary*.

commuter diameter engineering
investment massive

Objectives

Grammar Modal verbs *must have*, *can't have*, *might have*

Listening Listen to check predictions and for specific information

Reading Read to check predictions, for detail and to guess the meaning of unknown words

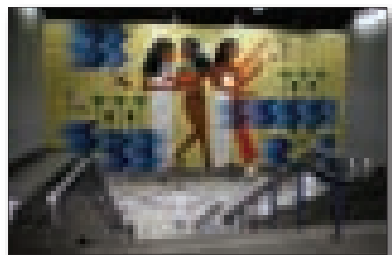
Critical thinking Recognise the importance of historical monuments

Function Guess and deduce information

Writing An article about a building project

- 2 Discuss these questions about the Cairo underground in pairs.

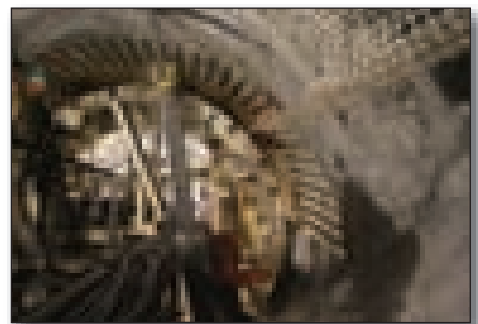
- a When was the first line opened? *In 1989*
b How long is Line 1?
c How many lines are there now?
d How many lines will there be when the system is complete?
e How many people travel on the underground trains every day?



- 3 Listen to a conversation and check your answers.

- 4 Listen again and answer the questions.

- a Where does the tourist want to go?
b What is the Egyptian man's job?



- 5 Listen again and match to make sentences.

- a The Egyptian man compares the Cairo underground system with those
b It costs the same even if you travel
c The tunnel which goes under the Nile has
d The tourist thinks that the building of the Cairo underground must have been
e The Egyptian man feels very
f He believes it will make Cairo more attractive to

- 1 ☐ a diameter of over eight metres.
2 ☐ business people and tourists.
3 ☐ expensive.
4 ☐ to the end of the line.
5 ☒ in London and Paris.
6 ☐ proud of the underground system.

- 6 The sounds of English

- a Listen and repeat these sentences which end in *-ed*.
b In pairs, take turns to read these sentences aloud.

- 1 They used a massive machine.
2 They've started work on it already.
3 When will it be finished?

1 Study these sentences from the listening text, then do the following.

- a Underline the modal verbs in these sentences.
b How are these verbs formed? What are the three parts?

- 1 That must have made travelling around Cairo easier.
Must + have + past participle
2 It must have saved people a lot of money.
3 Tunnelling under the Nile can't have been easy.
4 It can't have been cheap.

2 Now discuss these questions in pairs.

- a Does the speaker in sentences 1–4 know that what he says is true, or is he deducing information?
b We use *must have* and *can't have* when we have a reason for thinking something. What can be deduced from sentences 2 and 3 above?

3 In pairs, discuss the difference in meaning between these sentences.

- a Tunnelling under the Nile **can't** have been easy.
Tunnelling under the Nile **wasn't** easy.
b It **must** have been cheap.
It **can't** have been cheap.
c Going by underground **must** have saved people money.
Going by underground **might** have saved people money.

4 Complete with *must have, can't have* or *might have* and give a reason from the box below.

He's got a very good memory.
He's usually late.
It's made of plastic.
I was out until midday.
~~The streets are covered in sand.~~
There are branches all over the ground.

- a There must have been a sandstorm.
The streets are covered in sand.
b She rung me this morning.
c He missed his train.
d Ali forgotten.
e It been very windy during the night.
f His watch cost a lot of money.

5 In pairs, discuss what you think has happened in this picture.

- 1 Check the meanings of these words in your *Active Study Dictionary*.

base (n) carve cliff illuminate
monument positioned raise (v)

- 2 Discuss these questions in pairs.

- What connects Abu Simbel with the Aswan High Dam?
- What do the temples at Abu Simbel and the Great Wall of China have in common?

- 3 Read the article and check your answers to Exercise 2.

- 4 Guess the meaning of these two words in the article and compare ideas with a partner.

rays unthinkable

- 5 Choose the correct answer from a, b, c or d.

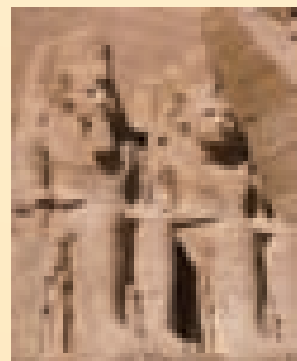
- The temples of Abu Simbel were...
 - built from large pieces of stone.
 - made out of mud bricks.
 - cut into rock.
 - brought from another place.
- Today, the temples of Abu Simbel are...
 - in the same position.
 - higher than they used to be.
 - under water.
 - lower than they used to be.
- The Chinese built the Great Wall...
 - to stop enemy invasions.
 - to stop people escaping from China.
 - to give work to Chinese people.
 - to attract tourists to China.
- What is special about the Great Wall?
 - It is the widest wall in the world.
 - It is the oldest structure built by man.
 - It took thousands of years to build.
 - It is the longest structure built by man.

- 6 What other great building and engineering works do you know of? Discuss in pairs.

Great engineering

Egypt has many amazing works of engineering, both ancient and modern. At the south of Aswan, for example, Abu Simbel is the site of two temples which were **carved** into a **cliff** in about 1250 BCE. The larger temple was **positioned** so that at certain times of the year, the **rays** of the rising sun would **illuminate** the statues of Ptah, Amun-Re, Ramses II and Re-Horakhty.

In 1954, the government decided to build the Aswan High Dam. This meant that the Nile Valley would be flooded and that Abu Simbel itself would be under water. It was **unthinkable** that Egypt should lose one of its most important **monuments**, so plans were made to rescue it.



The massive statues were cut into pieces which weighed over 30 tonnes each. These were **raised** over 60 metres up the cliff, where they were attached to a concrete **base**. The work took thousands of workers and more than three years to complete. Today, the temples, which were re-opened in 1968, are an amazing combination of ancient and modern engineering.

Many years after the building of Abu Simbel, China had a different problem which was solved by another great engineering project. Many years ago, enemies were attacking the rich towns of northern China. The emperor decided to keep the attackers out, so work on the Great Wall of China began in 220 BCE and continued for hundreds of years. Eventually, the wall reached a length of 6,400 km. It is the longest structure ever built and was all made without machines. Its five-metre width is wide enough for soldiers to ride along on horses to stop attackers from climbing over the wall.

1 Answer the following questions.

- a When were the two temples at Abu Simbel built? *They were built in about 1250 BCE.*
- b What was decided in 1954?
- c How long is the Great Wall of China?
- d Why do you think the builders of the temples at Abu Simbel wanted the sun to illuminate the statues?
- e Why do you think the towns of northern China were being attacked?
- f Why do you think it took so many years to build the Great Wall of China?

2 Read this quotation from the article and discuss the questions.

In 1954, the government decided to build the Aswan High Dam. This meant that the Nile Valley would be flooded and that Abu Simbel itself would be under water. It was unthinkable that Egypt should lose one of its most important monuments, so plans were made to rescue it.

- a Why was it so important for Egypt to build the Aswan Dam?
- b What effects do huge engineering projects like the Aswan Dam have on the people who live in the area?
- c Do you agree that it is unthinkable that countries should lose ancient monuments? Why/Why not?

3 Discuss these questions in pairs.

- a Historical monuments are sometimes threatened by new engineering or building projects. What other things may threaten them?
- b Is it ever right for historical monuments to be destroyed?
- c How do you think we should protect historical monuments?



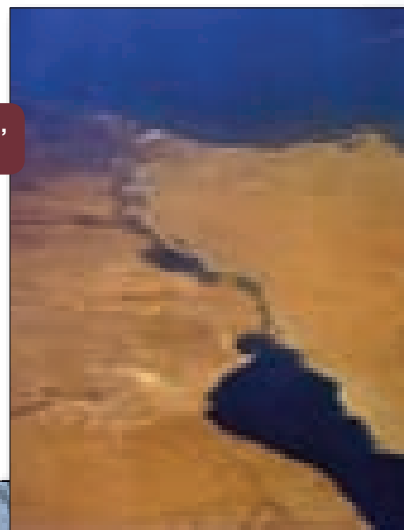
1 Discuss these questions in pairs using the language below.

Language to deduce information

- I think they must have...
- Surely/I'm sure they can't have...
- Well, they might have...

- Why do you think these structures were built?
- How do you think these structures were built?
- What problems and difficulties do you think there were in building them?

The Suez Canal, Egypt, 1869



The world's first iron bridge, England, 1779

The Trans-Siberian Railway, Russia, 1891-1916

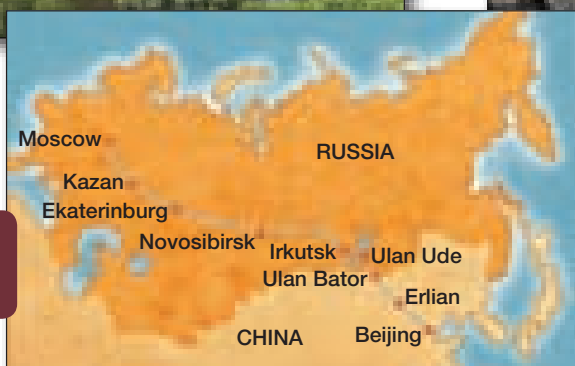
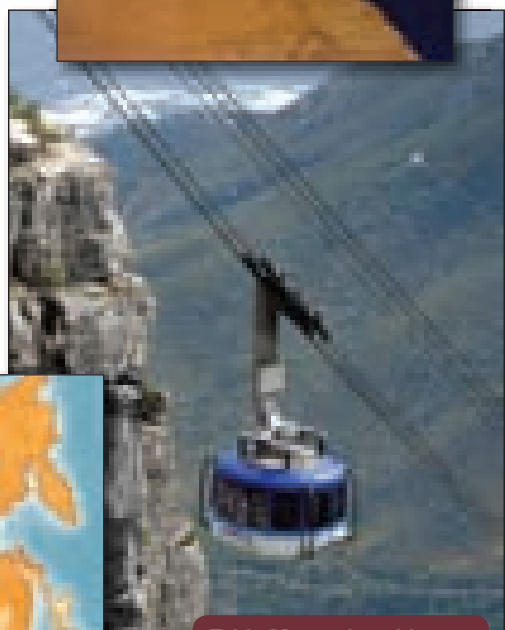


Table Mountain cable car, South Africa, 1929



2 Work in groups of four.

- Each pair of students should present their answers to the questions in Exercise 1.
- Try to come to an agreement on the best answers.



Engineering projects

Using the internet or a library, find out as much as you can about one of these building projects.



8

Stevenson: *Dr Jekyll and Mr Hyde*

Listening



Objectives

Grammar Reported speech**Listening** Listen for gist and for detail**Reading** Read for detail and to understand reference words**Critical thinking** Understand all sides of human nature**Function** Make and respond to suggestions**Writing** An informal e-mail about a book club

- 1 Check the meanings of these words in your *Active Study Dictionary*.

admit biography knock (v) permanently
profession recuperate respectable

- 2 Discuss the following in pairs, then listen and answer.

- a Look at the pictures. What can you guess about the writer Robert Louis Stevenson?
b Listen to a radio programme about the writer and check your ideas.

- 3 Listen again and complete these sentences.

- a The presenter's son was reading late at night because he wanted to finish reading his book.
b Sally Spencer is writing
c At university, Stevenson studied
d Stevenson's father would have preferred him to
e Stevenson started writing when he was in
f He wrote *Dr Jekyll and Mr Hyde* while he was living

- 4 Discuss this question in pairs.

Why do you think Stevenson wanted to live on the island of Samoa rather than stay in Scotland?

- 5 The sounds of English

- a Listen and underline the words in these sentences which are stressed.

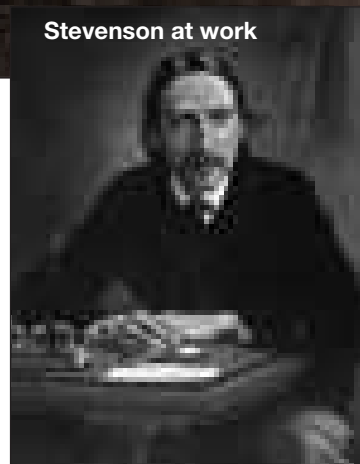
- 1 He went to university to study engineering.
2 He wanted to be a writer, not an engineer.
3 What did his father think about that?
4 He decided to live on Samoa permanently.

- b Listen again and repeat each sentence, stressing the underlined words.

Edinburgh, Scotland, 1850



Stevenson at work



Stevenson's house on Samoa, the 1890s.

1 Study these sentences from the listening text, then do the following.

- What were the speakers' words in each case?
- Listen to check your answers.

1 I complained that it was rather late and that it was time for him to go to sleep.

"It's rather late and it's time for you to go to sleep."

2 I said he would be tired the next day.

3 My son explained that his book was really exciting.

4 He said he wouldn't be able to sleep until he had finished it.

5 I asked him what he was reading.

6 He said that he wanted to be a writer.

7 I'll ask him if he agrees.



2 Discuss these questions in pairs.

- What are the differences between reported speech and direct speech?
- Look at sentence 5. When we report questions, how does the order of words change?
- Look at sentence 7. What word do we add when we report Yes/No questions?

3 Report these sentences.

a "I'll be home tomorrow morning," she promised.

She promised that she would be home the next morning.

b "Where have you been?" he asked me.

c "My brother is helping me with my homework this afternoon," she admitted.

d "Have you finished reading the book I lent you last week?" he asked me.

e "We're meeting them here next Saturday," she said.

f "What are you hoping to study at university?" I asked Leila.

DON'T FORGET

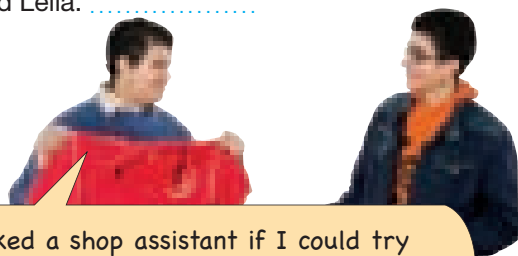
When we report **Yes/No** questions, we have to add **if** or **whether**.

"Are you feeling all right?"

She asked if/whether I was feeling all right.

4 Work in pairs

- Think about a recent conversation you had or heard.
- Report what people said in the conversation, like the example.



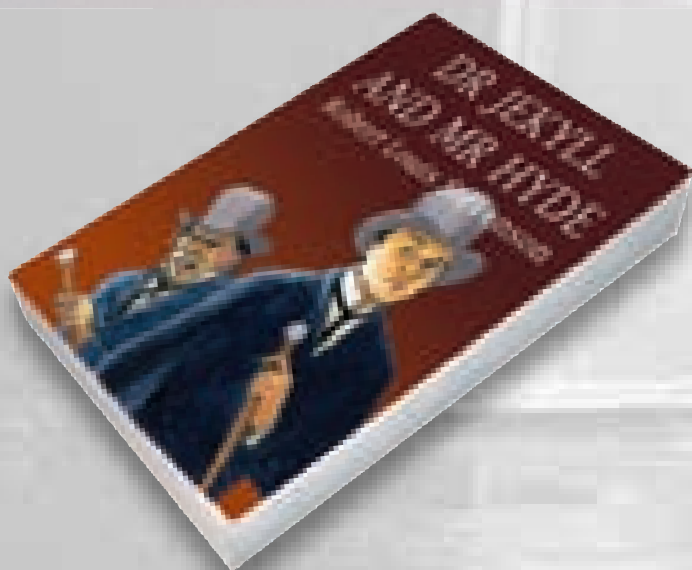
I asked a shop assistant if I could try the T-shirt on. The assistant said I could and told me where the changing rooms were.

- 1** Check the meanings of these words in your *Active Study Dictionary*.

appearance blackmail (v)
 colleague commit (a crime)
 human nature in conflict
 personality will (n)

- 2** Read the summary of *Dr Jekyll and Mr Hyde* and discuss these questions in pairs.

- a** In what ways are Dr Jekyll and Mr Hyde different?
b Why is this a strange question?



Dr Jekyll and Mr Hyde

Dr Jekyll and Mr Hyde takes place in London in the nineteenth century. Dr Henry Jekyll, a respected scientist, is doing research into **human nature**. He believes that human beings have a good and an evil side and that these sides are always **in conflict**. Dr Jekyll's **colleagues** disagree with his ideas and disapprove of his research. So Dr Jekyll starts doing secret experiments on himself to prove his ideas. He takes special medicine which changes not only his character, but also his **appearance**. For a short time after he takes the medicine, he becomes Mr Hyde, an evil man who looks frightening, has a violent **personality** and **commits** terrible crimes.



- 3** Are these sentences *True* or *False*? Correct the false ones.

- a** Dr Jekyll's colleagues believe in his research project.
False. Dr Jekyll's colleagues disagree with his ideas.
b Dr Jekyll does experiments on his friends.
c When Dr Jekyll becomes Mr Hyde, people do not recognise him.
d Dr Jekyll's friends do not understand why he has decided to leave everything to Mr Hyde.

e His friends believe that Dr Jekyll may be demanding money from Hyde.
f Dr Jekyll's experiments show that he was wrong about human nature.
g At the end of the story, Dr Jekyll prefers being evil to being good.

- 4** Discuss this question in pairs.

In the last sentence of the story, why is the word *both* in inverted commas?

Later, friends think something strange is happening when Dr Jekyll rewrites his **will**, leaving everything to Mr Hyde, a man they do not know. They worry more when the police start asking questions about Mr Hyde. Who is this stranger who is never seen at the same time as Dr Jekyll? They think that Dr Jekyll may be protecting Mr Hyde from the police, or that Mr Hyde is **blackmailing** Dr Jekyll.



Dr Jekyll has now proved that human nature is both good and evil, but soon he starts to enjoy being Mr Hyde. He changes into Mr Hyde more often and finds it more difficult to change back into Dr Jekyll.

Eventually, Dr Jekyll changes into Mr Hyde without taking any medicine and finds he cannot change back again. This means that he cannot leave his house, because someone might see him and he might be arrested. The story ends badly for “both” characters.

1 Answer the following questions.

- When and where does the story of *Dr Jekyll and Mr Hyde* take place?
In the nineteenth century, in London.
- What is the subject of Dr Jekyll’s research?
.....
- What happens to Dr Jekyll when he takes the special medicine?
- Why do you think Dr Jekyll uses himself for his experiments?
- Why do you think the police ask questions about Mr Hyde?
- Do you think Mr Hyde is happy at the end? Why/Why not?

2 Read this quotation from the story and discuss the questions.

- Do you agree that human beings have good and evil sides?
- What does the writer mean when he says that good and evil sides are always *in conflict*?
- Why do you think Dr Jekyll’s colleagues disagree with his ideas and disapprove of his research? Do you think his research is a good idea?

He believes that human beings have a good and an evil side and that these sides are always in conflict. Dr Jekyll’s colleagues disagree with his ideas and disapprove of his research.

3 Discuss these questions in pairs.

- Why do you think Mr Hyde behaves in an evil way?
- What do you think is the main message of *Dr Jekyll and Mr Hyde*?

- 1** You want to join a new book club at the local library. Complete this questionnaire, then compare answers with a partner.

NEW BOOK CLUB FOR TEENAGERS

Thank you
for your interest
in our new book club.
We now want to know
more about how you
think the club should
be organised.

Frequently asked questions (FAQs):

What is a book club?

A book club is a
group of people
who meet regularly
to discuss books
they have all read.

How much does it cost to join a book club?

It costs nothing to
join, but you have
to buy the books
yourself.

- 1** How often do you think the club should meet?
Once a week ☐ Once a fortnight ☐ Once a month ☐
- 2** How many people should be in the group?
Less than five ☐ Between five and ten ☐ More than ten ☐
- 3** When would be the best time for the book club to meet?
Evenings ☐ Weekends ☐
- 4** What kinds of books would you suggest members of the club should read?
All kinds of books ☐ Only fiction ☐
- 5** Give the titles of four books you would like to discuss in the book club.
.....

Please return
the completed
questionnaire
to the library.

- 2** Listen to some students discussing the book club.

- a** Do any of the students express the same ideas as you put in the questionnaire?
- b** Tick the suggestions and responses that you hear.
- c** Write whether the responses to the suggestions agree or disagree.

Making suggestions	Responding to suggestions	Agree or disagree?
How about...? <input checked="" type="checkbox"/>	I'd go along with that. <input checked="" type="checkbox"/>	<i>agree</i>
I'd say... <input type="checkbox"/>	I'm not sure about that. <input type="checkbox"/>	
If you ask me... <input type="checkbox"/>	Personally, I'd prefer... <input type="checkbox"/>	
Let's say... <input type="checkbox"/>	Sorry, I don't agree. <input type="checkbox"/>	
We could... <input type="checkbox"/>	That's a good idea. <input type="checkbox"/>	
What about...? <input type="checkbox"/>	That's what I think. <input type="checkbox"/>	

- 3** Work in groups of four.

- a** Each member of the group should suggest two books to read from his or her questionnaire, giving their reasons. (If a student has spoken about the same book, choose another.)
- b** Discuss the book choices as a group, using the expressions above. Then agree on the final four books to discuss in the book club.

UNIT 9 The power of nature

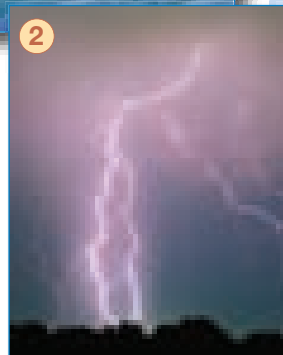
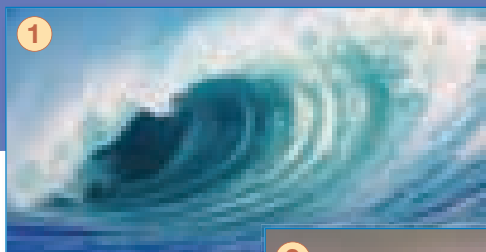
Listening

1 Look at the pictures and do the following.

a Match these words and phrases with the pictures.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 3 geyser | <input type="checkbox"/> volcano |
| <input type="checkbox"/> waves | <input type="checkbox"/> electrical storm |

b How can each of these powers of nature affect human beings? Think of good and bad effects.



2 Check the meanings of these words in your Active Study Dictionary.

absorb **eclipse (n)** **harmful**
sight (n) **ultraviolet rays**

3 Listen to a professor and two students discuss a power of nature and answer the questions.

- a What are they talking about?
- b Which good and bad effects do they talk about?

4 Listen again. Find and correct the mistake in each sentence (one sentence is correct).

- a Life on Earth depends on heat and light from the ~~moon~~ sun
- b The sun is made of hot rock.
- c The distance between the sun and the Earth is 50 million kilometres.
- d The temperature at the surface of the sun is 15 million degrees.
- e The atmosphere absorbs most of the sun's harmful rays.
- f You can look at the sun safely if you are wearing sunglasses.

5 Discuss these questions in pairs.

What other powers of nature affect people?

6 The sounds of English

- a The part of a word which is stressed sometimes changes when we add or change a suffix. Listen and underline the stressed part of these words.
- b Listen to check your answers and repeat each phrase.

- 1 electric/electricity
- 2 inform/information
- 3 able/ability
- 4 history/historic
- 5 invite/invitation
- 6 economy/economics

Objectives

Grammar Zero, first, second and third conditionals

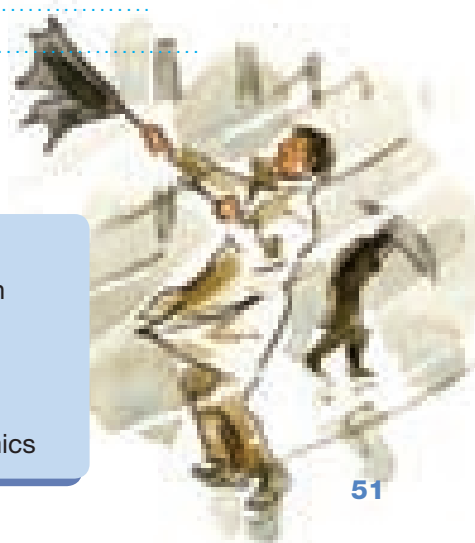
Listening Listen for gist and for detail

Reading Read to check predictions and for detail

Critical thinking Understand the power of nature

Functions Ask for and give explanations

Writing A descriptive text



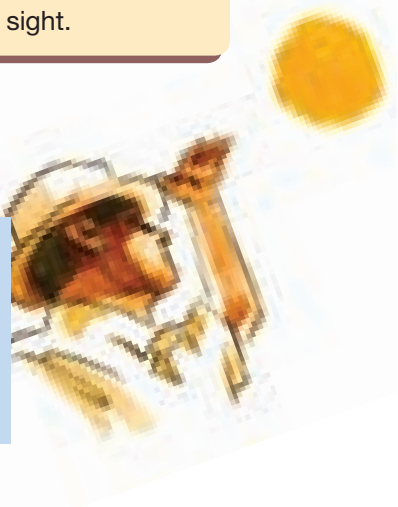
1 Study these sentences from the listening text, then do the following.

- 1 If we didn't get heat and light from the sun, there would be no life on Earth.
- 2 If you took the temperature at its centre, you'd find it was 15 million degrees.
- 3 If you look at the sun, you'll damage your sight.
- 4 Is it OK if you look at the sun wearing sunglasses?
- 5 If he hadn't looked at the sun, he wouldn't have damaged his sight.

a Underline the two verbs in these conditional sentences.

b Match the sentences with the correct conditional type.
Write which verb tenses are used in each sentence.

Zero	<i>Sentence 4: present simple + present simple</i>
First
Second
Third



2 Discuss the following in pairs.

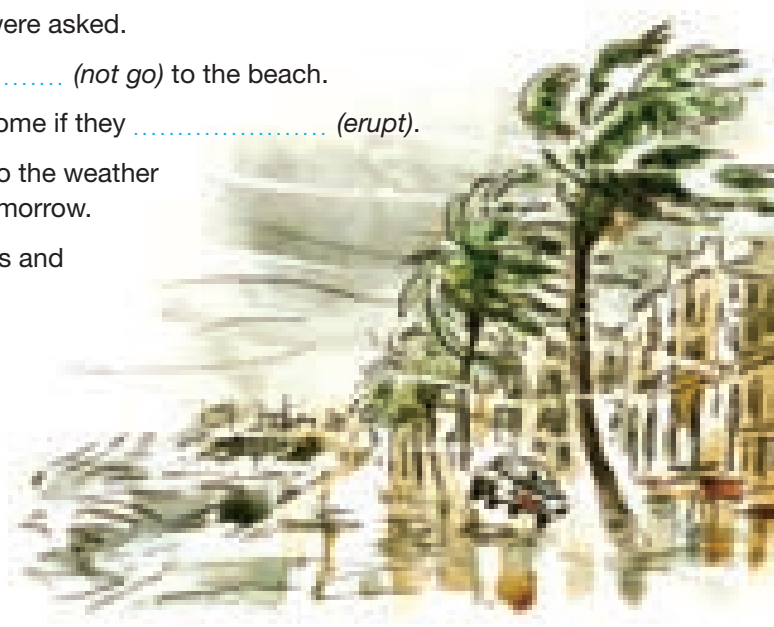
- a Are the situations described in sentences 1 and 2 possible or impossible? Why?
- b Does the situation described in sentence 3 refer to a probable result in the present or the future?
- c Is the question in sentence 4 asking about the future, or something that is generally true?
- d Does sentence 5 refer to the past or the future? Did the boy damage his sight? Can he change what happened?

3 Complete these sentences with the correct form of the verbs in brackets.

- a If it *hadn't rained* (not rain) so heavily, we wouldn't have had floods.
- b I (go) to the moon if I were asked.
- c If it is very hot tomorrow, we (not go) to the beach.
- d People who live near volcanoes leave home if they (erupt).
- e If I were you, I (listen) to the weather forecast before deciding where to go tomorrow.
- f If the storm had reached the city, houses and shops (be destroyed).

4 Discuss this question with a partner.

What would happen if a huge storm hit the coast of Egypt? Think about the effects on towns and cities, the landscape and people's lives.



1 Discuss this question in pairs.

How would you describe the weather to a foreigner who was planning to visit your part of Egypt?

2 Check the meanings of these words in your *Active Study Dictionary*.

cause (v) drought lightning (n)
northern occur phenomenon
rainfall southern

3 Read this article quickly and answer these questions.

- What is ball lightning? *It's a ball of light as big as a football which floats around.*
- What happened to the town of Dunwich?
- When did the River Thames freeze?
- Where was the worst flood in history?

4 Complete these sentences with information from the article.

- People are not often surprised by *weather forecasts.*
- The worst storm in Britain, which killed more than 8,000 people, took place in
- In 1887 in China, around a million people died when
- Dunwich disappeared under the sea after it was
- Very high temperatures can cause
- The River Thames froze during

5 Discuss these questions in pairs.

- Has the weather in your part of Egypt changed in recent years?
- Could you live in a country where the weather was very different from the weather in Egypt? Why / why not?

Unusual weather

For most people, the word *weather* means the sun, rain, wind or snow. If you live in **southern** Europe or Africa, you know that temperatures are higher and there is less rain than if you live in **northern** Europe or Canada. It is unusual for a weather forecast to surprise us.

However, strange weather can **occur** all over the world. For example, people have seen giant pieces of ice falling from the sky. And what would you think if you saw a ball of light as big as a football on a plane, or floating through your home? Weather experts call these balls *ball lightning*.

Some storms are very unusual and may



cause terrible damage. The English town of Dunwich was once an important port, but in the fourteenth century, high waves and violent storms hit the area and most of the town disappeared beneath the sea. The worst storm in Britain killed more than 8,000 people in 1703. The worst flood in history was in 1887 in China when the Yellow River flooded and killed around a million people.

Unusual weather is becoming more common, with very high or low temperatures and very heavy **rainfall** all over the world. This causes serious **droughts** in some places and floods in others. However, this is not a modern **phenomenon**: in Europe in the eighteenth century, there was a Little Ice Age when rivers like the River Thames in England froze.

What will happen to our weather in the future? No one knows, but one day 'unusual' weather may not be unusual any more.

Critical thinking

1 Answer the following questions.

- What has been seen falling from the sky? *Giant pieces of ice.*
- How many people died when the Yellow River flooded in 1887?
- When did the town of Dunwich disappear?
- Why do you think we are not usually surprised by weather forecasts?
- Is unusual weather only a modern phenomenon? Why/Why not?
- Why do you think unusual weather may not be unusual in the future?

2 Read this text and discuss the questions.

The windiest place in the world is Port Martin in Antarctica, where the average wind speed is 64 kilometres an hour. The highest wind speed recorded there was 325 kilometres an hour. Here the wind is so strong that it can lift people off their feet.

- Could you live in a place as windy as this?
- How do you think the wind affects the people who live in Port Martin?
- What other kinds of extreme weather are there? Have you any experience of any of these types of weather? Tell a partner about it.



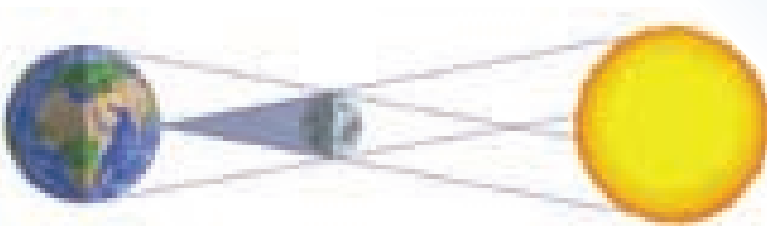
3 Discuss these questions in pairs.

- Storm chasers* are people who find and follow storms. Why do you think they do this?
- What are the dangers of chasing a storm? Do you think people should put their lives in danger like this? Give your reasons. Use the language below.

- If you ask me, storm chasers are...
- If I were a storm chaser, I would/wouldn't...
- If they get too near a storm...
- If the storm were very big...

1 Do the following in pairs.

- Look at this picture. During an eclipse of the sun, why does it become dark on the Earth?
- Now listen to a teacher explaining an eclipse of the sun and check your answers.
- Listen again and tick the phrases below that you hear.

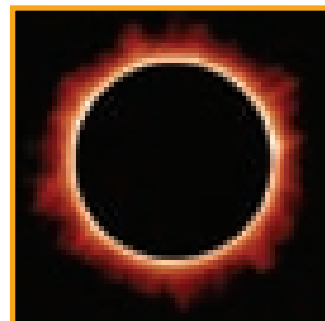


Asking for an explanation

- Can you explain why...? ☒
- Do you know how...? ☐
- I'd like to know how... ☐
- How on Earth...? ☐

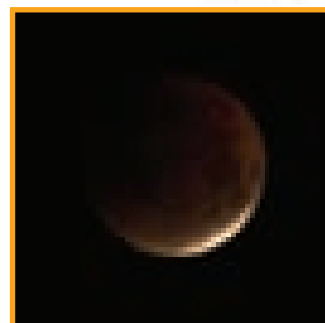
Giving an explanation

- Let me explain. ☐
- I'll try and explain. ☐
- Here's what happens. ☐
- What happens is... ☐



2 Look at this picture of an eclipse of the moon and discuss this question in pairs.

During an eclipse of the moon, why does the moon seem to disappear?



3 Work with a new partner.

- Student A asks Student B for an explanation of why the moon seems to disappear during an eclipse of the moon. Student B gives an explanation. Use the phrases above.
- Now Student B asks Student A for an explanation of why the sun seems to disappear during an eclipse of the sun. Student A gives an explanation. Use the phrases above.



RESEARCH

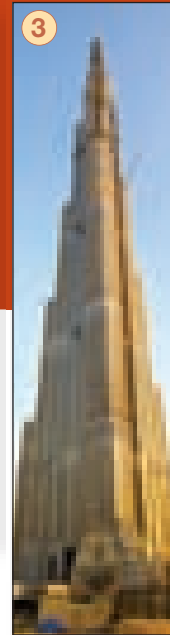
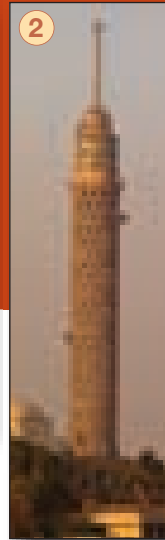
Eclipses

Using the internet or a library, find out as much as you can about eclipses of the sun and the moon.

Review

C

Listening



1 Discuss these questions in pairs.

- a Where are these structures?
Match the pictures with the cities below.

☒ 2 Cairo ☐ Dubai ☐ Paris ☐ London

- b Why are tall structures like these built?

2 Listen to a conversation between two young people and answer these questions.

- a Which structure are they talking about?
b Why was this structure special when it was built?

3 Listen again. Find and correct the mistakes in each sentence. (One sentence is correct.)

- a The tower closes at one o'clock ~~in the afternoon~~. at night
b Hamid has been to the top of the tower with his parents.
c The tower was built as a hotel.
d It is free for visitors to go to the top.
e When the tower was built, it was the tallest structure in the world.
f It was damaged by an earthquake in 1992.
g The tower did not need to be repaired.

4 Discuss these questions in pairs.

- a Have you ever been to the top of a tall structure?
b If you have, what was it like? If you have not, would you like to? Why/Why not?

5 The sounds of English

- a Listen and underline the stressed words in these sentences.
b Listen and underline the stressed part of these words.
c Listen and complete the table.

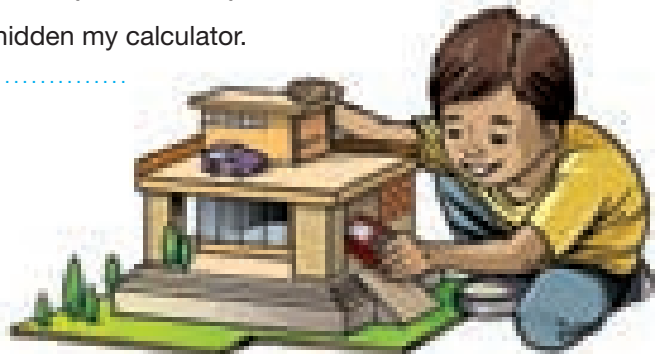
- 1 The tower opens at nine o'clock in the morning.
2 No, but my parents went.
3 You only have to pay more if you have a video camera.

- 1 inform information
2 engine engineer
3 explore exploration
4 history historian

	/d/	/t/	/ɪd/
opened	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
started	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
finished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
designed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 Rewrite these sentences using **must have**, **can't have** or **might have**.

- a I'm sure she was telling the truth. Everyone said the same thing.
She must have been telling the truth. Everyone said the same thing.
- b I don't know where he is. It's possible that he missed his train.
- c E-mails don't usually take two days to arrive. I'm sure she didn't send it.
- d I was out this morning. It's possible that he tried to phone me then.
- e Surely he hasn't finished his tea already. It was really hot.
- f I'm certain my little brother has hidden my calculator.
 He's always hiding things.



2 Choose the correct conditional form.

- a A If you like mysteries, **you'll** you'd love *Dr Jekyll and Mr Hyde*.
 B What's it about?
- b A If I **told/had told** you the story, you wouldn't need to read it.
 c B I **won't mind/would have minded** if you tell me how it starts.
- d A It's about a scientist. No one wanted to help him because of his ideas. If his colleagues had worked with him, he **won't have/wouldn't have had** to do experiments on himself.
 B What kind of experiments?
- e A If I told you that, you'd/'ll guess the rest of story.
 B But it sounds exciting!
- f A If you **want/wanted** to know what happens, you'll have to read it yourself!

3 Report these sentences.

- a Leila Are you doing anything tomorrow, Sara?
Leila asked Sara if she was doing anything the next day.
- b Sara Yes, I'm going to see my grandparents.
- c Leila Where do they live?
- d Sara Their house is not too far from here.
- e Leila Why are you going tomorrow?
- f Sara It's my grandmother's birthday.
- g Leila Have you bought her a present?
- h Sara Yes, I've bought her a beautiful watch.



1 Discuss these questions in pairs.

- a** The picture shows the Thames Barrier. How do you think it protects London from possible floods?
- b** How do you think boats can reach London with this 'wall' across the river?

2 Read this article quickly and check your answers to Exercise 1.

3 Choose the correct answer from a, b, c or d.

- 1** Walls are sometimes built along the sides of rivers to...
 - a** keep water out of the river.
 - b** stop people from falling in.
 - c** collect rain.
 - d** keep water in the river.
- 2** A dam is...
 - a** a large lake next to a river.
 - b** a wall built across a river.
 - c** a building for boats.
 - d** a wall built next to a river.
- 3** The Thames Barrier is raised when...
 - a** the water level is high.
 - b** the water level is low.
 - c** ships are sailing along the river.
 - d** it rains heavily.
- 4** Floods can benefit people by...
 - a** destroying land.
 - b** being in the Nile.
 - c** making agricultural land fertile.
 - d** being controlled.
- 5** Which of these sentences describes the message of the article?
 - a** Floods are always bad.
 - b** Floods are always good.
 - c** Floods are usually good.
 - d** Floods are sometimes good.

Controlling floods

In many countries, rivers that cause floods have to be controlled. There are many ways of doing this, including building walls along the sides of rivers so that they do not flood even when the water level rises. In some places, lakes are created next to rivers so that, when the level rises, the water runs into the lakes instead of into the streets of towns or cities. In other places, dams have been built to stop rivers flooding. The Aswan Dam is a good example of this.



In London, the British capital, many areas are below the level of the Thames River, which means that the city has to be protected from possible floods. To do this, a huge metal wall called the Thames Barrier was built across the river. Usually this stays open so boats can pass up the Thames to London or down the river to the sea. If the water in the river rises to a dangerous level, however, the wall can be raised. Between 1982, when it was finished, and 2009, the Thames Barrier was raised over 100 times. Venice in Italy has the same control system.

We usually think of floods as bad and there are many examples of floods which have destroyed towns, cities and farm land. But floods can also benefit people. In the past, for example, Nile floods made agricultural land more fertile for farmers.

1 Make conditional sentences about floods.

- a If/London/not protected/by Thames Barrier,/often flood.
If London were not protected by the Thames Barrier, it would often flood.
- b Floods can occur/if/water level/river/very high.....
- c If water/run/sides of/river in a city,/streets/flood.
- d If/Thames Barrier/not built,/London/flooded/many times in the last 20 years.....
- e If/Thames Barrier/raised,/boats/not go up and down the river.....

2 Discuss these questions in pairs.

- a Do you think there may be more floods in the future? Why/Why not?
- b Do you know any other structures that have been built because of natural phenomena such as floods?



Critical thinking

1 Answer the following questions.

- a Why are lakes sometimes created near to rivers?
So that there are places for water to be collected if it comes over the sides of rivers.
- b When is it impossible for boats to pass up and down the Thames?
- c Which other city has the same system for stopping floods as London?
- d Why do you think so many towns and cities have rivers running through them?
- e Do you think the Thames Barrier is being raised more often now than when it was first built? Give a reason for your answer.
- f Do you think sea levels will rise in the future? Give a reason for your answer.

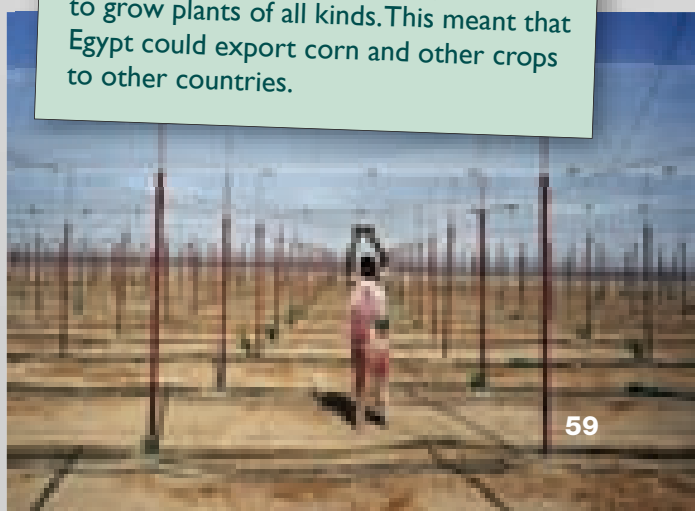
2 Read this quotation and discuss the questions.

- a Do you think Egyptian farmers welcomed the water of the Nile going over their land? Why/Why not?
- b Why is thick mud good for growing crops?
- c How has the building of the Aswan High Dam affected the Nile floods?
- d What crops does Egypt now export to other countries?

In the past, heavy rain from the mountains of Ethiopia went into the Nile. Every year, this caused floods which covered the land on the two sides of the river in thick mud. When the water went down again, rich, fertile soil was left and this helped farmers to grow plants of all kinds. This meant that Egypt could export corn and other crops to other countries.

3 Discuss these questions in pairs.

- a In the last ten years, Egypt has turned large areas of desert into farm land. How and why do you think this has been done?
- b Why is it important that this work continues?





Project 3 Developing an old building

1 Look at the pictures and discuss the situation in pairs.

- a What activities do young people in your area enjoy? Make a list, e.g. *sports, language learning*.
- b Think about how the factory was used in the past e.g. *I think it must have been/It might have been...*
- c How could the inside and outside of the factory be used for the new activities?
- d What changes would be needed? Make and respond to suggestions, e.g. *How/What about...? I'd go along with that.*
- e Choose two activities which you think would be successful here.

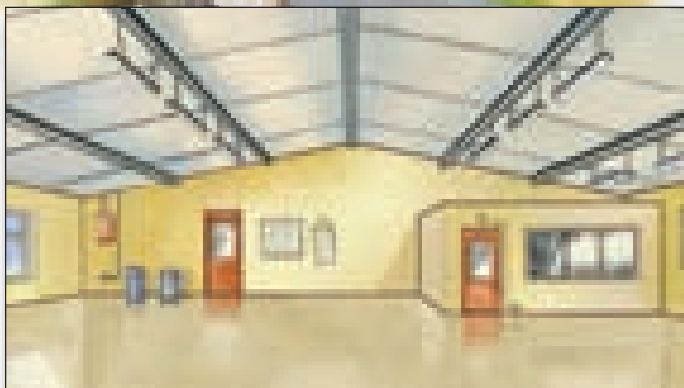
Situation

A small factory near your school is no longer used and is now empty. You have been asked to suggest a new use for this old structure. This must benefit young people or be connected with their education.



2 Present your ideas to another pair.

- a Pairs take turns to describe their ideas for the two activities.
 - The first pair should explain their ideas clearly, e.g. *Let me explain. What happens is...*
 - The other pair should ask for explanations if necessary, e.g. *I'd like to know how/How on earth...?*
- b Choose the best two of the four ideas you have described.



3 Present your ideas to the class.

- a Each group of four describes their ideas to the rest of the class.
 - Say which activities you have chosen. Give reasons.
 - Describe how the old factory will have to be changed to make these activities possible.
- b The class should now choose their two favourite activities.



10 Science and scientists

Listening

Objectives

Grammar Sentences with *wish*

Listening Listen for gist and for detail

Reading Read for gist and to guess the meaning of unknown words

Critical thinking Appreciate the importance of science

Functions Express wishes and regrets

Writing An essay about science

1 Discuss these questions in pairs.

- Which areas of science are you most interested in?
- Would you like to be a scientist when you finish your studies? Why/Why not?

2 Check the meanings of these words in your *Active Study Dictionary*.

achieve cancer cure (n) diabetes
gradually result specialise theory

3 Listen to two students talking about their future plans and answer the questions.

- What subject does Leila want to study? Medicine
- What does she want to specialise in?
- Does Sara know what she wants to do?

4 Listen again and complete these sentences.

- Sara is worried about her future because she hasn't done well in her science tests at school.
- Leila thinks that Sara will do better
- After working as a hospital doctor, Leila
- Research scientists specialise because they
- Research scientists do experiments and then compare
- The two diseases Leila is interested in are
- In five years' time, the two students agree

5 Discuss these questions in pairs.

- Why is it important to research the causes of serious illnesses?
- Do you think that one day, scientists will find a cure for all serious illnesses? Why/Why not?

6 The sounds of English

- Some English words include silent letters. For example, in *medicine*, the middle *i* is silent. Listen and underline the silent letters in these words.
- Now listen and repeat the phrases that use these words.

- | | |
|--------------|--------------|
| 1 medicine | 2 interested |
| 3 everything | 4 gradually |
| 5 vegetable | 6 battery |



1 Study these sentences from the listening text, then do the following.

- 1 I wish I knew what I was going to do when I leave school. *Present*
- 2 I wish I'd done more revision this year.
- 3 I just wish I'd worked harder this year.
- 4 I wish I hadn't wasted my time in the holidays.
- 5 I wish there were something I was really interested in.

- a Underline the verbs which follow *wish* in these sentences.
- b Which sentences refer to the past and which refer to the present?
- c What form of the verb follows *wish* when we talk about regrets in the present?
- d What tense follows *wish* when we talk about regrets in the past?

2 Rewrite these sentences using *wish*.

- a They spent all their money in the holidays and they are sorry now. *They wish they hadn't spent all their money in the holidays.*
- b I don't know where my friends are.
- c He'd like to be better at sport.
- d She forgot to phone her parents to say she was going to be late. She regrets that now.
- e I'm sorry about the things I said yesterday. My friend was really upset.
- f Ali has still got things to do before he goes to bed. He doesn't want to do them as it is very late.



3 Complete with your own ideas, then compare what you have written in pairs.

- a I wish I could *drive a car*.
- b I wish I were/weren't
- c I wish I had/hadn't
- d I wish I knew
- e I wish there were/weren't

- 1 Check the meanings of these words in your *Active Study Dictionary*.

amount invisible release (v)

- 2 Look at the picture and title. What do you think the article is about?

- 3 Read the article, check your ideas and answer these questions.

a What did Van Helmot want to find out by doing his experiments?

Where plants get their food from.

b What was the invisible food?

c What are like factories?

- 4 Guess the meanings of these words and compare ideas with a partner.

gain (v) regularly process (n)

- 5 Choose the correct answer from a, b, c or d.

1 Most people thought that plants got their food from...

a sunlight. **b soil.** c rain water. d air.

2 Van Helmot decided to do his experiments...

a to prove that what most people thought was right.
b to show that what most people thought was wrong.
c to check people's ideas.
d to prove that other scientists' ideas were wrong.

3 How was the tree different after the experiment?

a It weighed more. b It had fewer leaves.
c It weighed less. d It ate more.

4 After his experiment, where did Van Helmot think the tree's extra weight had come from?

a the soil b water
c light from the sun d oxygen in the air

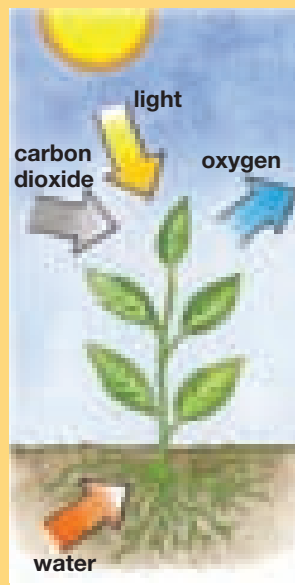
5 What food is produced by a plant's leaves?

a oxygen b soil c water d sugar

- 6 What else can benefit from the fact that plants can produce their own food and oxygen?

Food from the air

Everyone has seen plants growing, but have you ever thought where they get their food? In 1652, a European scientist called Van Helmot asked this question. Like most people, he thought that



plants must get their food from soil. However, Van Helmot decided to test the theory with experiments.

First, he dried some soil, put it into a pot and weighed it. Next, he weighed a small tree, planted it in the pot and added rain water. Then, he watered it **regularly** with rain water.

After five years, he removed the tree from

the pot and weighed it again. He found that the tree had **gained** a huge **amount** of weight. When he weighed the soil, however, it was almost exactly the same as it had been five years earlier. Van Helmot thought this was strange, but decided that the extra weight of the tree must have come from the water. He did not realise that there was another **invisible** food which was feeding his tree.

We now know that plants and trees make their own food. Their leaves are like factories producing everything they need, so that plants can change the energy from the sun into chemical energy. During this **process**, oxygen and sugar are produced. The oxygen is **released** back into the air, and the sugar is used by the plant as food.

1 Answer the following questions.

- a At the end of Van Helmot's experiment, the soil weighed the same as before. What did this show?
It showed that the weight gained by the tree had not come from the soil.
- b What is produced by a plant's leaves?
- c What happens to oxygen at the end of the process?
- d Why do you think most people thought plants got their food from soil?
- e Why do you think Van Helmot dried the soil he used for his experiment?
- f Why do you think he used rain water?



2 Read this quotation from the article and discuss the questions.

Like most people, he thought that plants must get their food from soil. However, Van Helmot decided to test the theory with experiments.

- a What might people still think about plants if scientists had not done experiments on them?
- b Why are experiments so important for scientists?
- c What should scientists do to make sure the results of their experiments are correct?

3 Discuss these questions in pairs.

- a In your opinion, what are the most important scientific discoveries of the last 100 years?
- b What new scientific discoveries do you hope or expect will be made in the future?
- c What are the most serious problems that scientists could help to solve?

RESEARCH

Important scientists

Using the internet or a library, find out about two of these important scientists.

- Fawzia Fahim
- Gregor Mendel
- William Harvey
- Nicolaus Copernicus
- Moustafa Mosharafa
- Isaac Newton
- Alexander Fleming
- Ibn Al-Nafis



1 Listen to this conversation and answer the questions.

- What does one of the friends find difficult? *Chemistry*
- What does the other friend's brother wish?
- Listen again and tick the phrases that you hear.

- ☒ If only I...
- ☐ I wish I could...
- ☐ I wish it didn't...
- ☐ I wish I'd...
- ☐ He wishes he'd...

2 Discuss in pairs.

Tell your partner about a school subject you would like to be better at, using some of the phrases above.

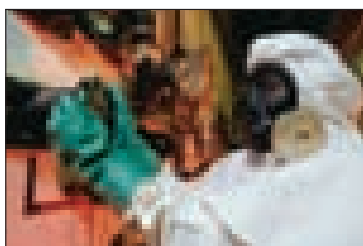
3 Look at this newspaper headline and discuss the questions in pairs.

The country will need more scientists in the future

- Why do you think more scientists will be needed in the future?
- What do you think the following kinds of scientists do?

- chemists
- food scientists
- nuclear scientists
- environmental scientists
- medical scientists
- space scientists

- Which of these scientists do you think will be needed most in the future? Why?
- How do such scientists improve everyday life?



4 Work in pairs.

Student A You want to study a science subject at university, but cannot decide which one to choose.

- You want to know which subject would be most useful to your country now and in the future.
- Tell Student B your problem using some of the language above.

Student B You have decided which science subject to study at university.

- Choose a subject and tell Student A why you want to study it.
- Now help Student A make a decision about which science subject to study at university. It does not have to be the same subject that they have chosen.



1 Dumas: *The Count of Monte Cristo*

Listening



Objectives

Grammar Past perfect and past simple

Listening Listen for gist and to interpret information

Reading Read for gist and between the lines

Critical thinking Appreciate the importance of friendship

Function Offer to help

Writing Informal notes

- 1 Check the meanings of these words in your *Active Study Dictionary*.

finance (n) historical lecturer object (v)

- 2 Look at the pictures. In pairs, guess the correct answers.

- a The writer Alexandre Dumas was *English/Spanish/French*.
 b He was born in *1702/1802/1902*.
 c He wrote *historical adventure stories/poems/newspaper articles*.

- 3 Listen to a talk about Alexandre Dumas and check your answers.

- 4 Guess the meaning of these words in the listening text and compare ideas with a partner.

assistant imprisonment playwright



- 5 Listen again. Are these sentences *True* or *False*? Correct the false ones.

- a Dumas's father was an important politician. *False. He was an important person in the army.*
 b His mother sent him to a school very near to the family home.
 c In Paris, Dumas worked for a man who had known his father.
 d Dumas first became famous as a novelist.
 e His novels told the truth about history.
 f His novels were not all his own work.
 g Dumas was not very careful with his money.

- 6 Discuss these questions in pairs.

- a Why do you think people enjoy historical novels?
 b Would you object if a book you were reading was not written by the writer whose name was on the cover? Why/Why not?



- 7 The sounds of English

- a The part of a word which is stressed sometimes depends on the part of speech. Listen and underline the stressed parts of these words.
 b Listen to check your answers and repeat each phrase.

- 1 finance/financial
 2 history/historical
 3 inform/information
 4 person/personality
 5 nation/nationality
 6 mathematics/mathematician

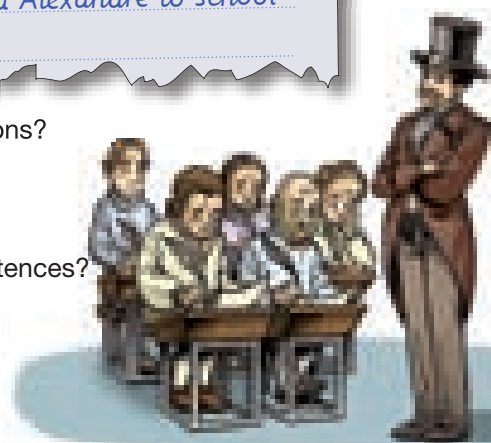
1 Study these sentences from the listening text, then do the following.

- 1 After his father had died, she didn't send Alexandre to school.
- 2 By the time Alexandre was 20, his mother had spent all her money.
- 3 He found work as a secretary to someone who had been a friend of his father's in the army.
- 4 Before he wrote *The Count of Monte Cristo*, he had become famous as a playwright.
- 5 They discovered that Dumas had been employing other people to write for him.

- a Underline the verbs in the past perfect and circle the verbs in the past simple.
- b Which of the actions in each sentence happened first? Make a table like this.

<u>First action</u>	<u>Later action</u>
1 <u>father had died</u>	<u>mother didn't send Alexandre to school</u>

- c Which verb tenses are used for the first and the later actions?



2 Discuss these questions in pairs.

- a What is the difference in meaning between these two sentences?
 - It **had been raining** that day. (*past perfect continuous*)
 - It **had rained** that day. (*past perfect*)
- b Why is the past perfect continuous used instead of the past perfect simple in sentence 5 above?

3 Complete these sentences with the correct form of the verbs in brackets (active or passive).

- a Before Dumas wrote (write) his novels, he had written plays.
- b His father probably (die) young because he (spend) time in prison.
- c The man Dumas (work) for in Paris (know) his father.
- d Dumas (be) already a successful writer when people (realise) that his books (write) by other people.
- e Dumas (check) what his assistants (write).
- f When he (die) in 1870, his son (look) after his finances for a few years.

4 Make sentences to explain the following using the past perfect simple or continuous.

- a When he got home, Samy was not at all hungry.
He had been eating chocolate all day.
- b When he arrived at school, Ahmed's hair was wet.
- c When we got up that morning, there was sand all over the streets.
- d Sara went into the kitchen and found lots of fresh bread on the table.

DON'T FORGET

We often use the past perfect simple or continuous to explain past actions or events, e.g. *She was tired because she had been late to bed the night before.*

- 1 Check the meanings of these words in your *Active Study Dictionary*.

accuse envious fiancée
recognise revenge treason victim

- 2 Read this summary of *The Count of Monte Cristo* and find out who these people are.

Mercedes Faria Morrel Haydee

- 3 Read the story again and complete these sentences.

- a At the beginning of the story, Edmond is planning to marry his fiancée, Mercedes.
- b Edmond's friends write a letter in which they
- c The treasure which Edmond finds on Monte Cristo had been hidden
- d Edmond wants to reward
- e Edmond gives Caderousse a diamond because
- f When Edmond arrives in Paris,
- g He helps Morrel's son by
- h The story ends happily when Edmond

- 4 Discuss these questions in pairs.

- a Why are Edmond's friends envious of him?
- b Why do you think Faria says Edmond can have his buried treasure?
- c Why do you think Edmond changes his name to the Count of Monte Cristo?

DON'T FORGET
When you read a text, you should try to find hidden meanings. This is called *reading between the lines*.

- 5 Now discuss this question in small groups.

How would you have behaved if you had been in Edmond's situation?

The Count of



At the beginning of the story, Edmond Dantes, the 19-year-old hero of *The Count of Monte Cristo*, is a happy, successful young man. He is a ship's captain and he is soon going to be married to his **fiancée**, Mercedes. However, some of Edmond's friends are **envious** of him and they write a letter **accusing** him of **treason**. Edmond is arrested on his wedding day and is sent to prison for life.

After Edmond has been in prison for a number of years, Mercedes marries another man. In prison, Edmond meets an old man called Faria, who teaches him about history and science. He also tells Edmond that he can have the valuable treasure he has hidden on the island of Monte Cristo.

When Faria dies, Edmond escapes from prison, goes to Monte Cristo and finds the treasure. Now a wealthy man, he decides to use his new money to reward the people who have helped him and to punish his enemies.

He finds one of these enemies, Caderousse, who gives him the names of the others. Edmond

Monte Cristo



gives him a diamond. Then he finds Morrel, the shipowner he had worked for, and helps him with his financial problems.

Ten years later, Edmond, who now calls himself the Count of Monte Cristo, arrives in Paris. His old friends do not **recognise** him, but Edmond knows the people who were envious of him and begins his **revenge**. In different ways, Edmond punishes all the men who accused him of treason.

Finally, Edmond helps Maximillian Morrel, the son of the shipowner, by rescuing his fiancée, Valentine, from her cruel family. Edmond, too, finally finds happiness when he marries Haydee, the daughter of another **victim** of his old enemies.



1 Answer the following questions.

- a When is Edmond arrested?
He is arrested on his wedding day.
- b What does Faria teach Edmond?
- c What does Edmond give to Caderousse?
.....
- d How do you think Edmond feels when he is sent to prison for life?
- e Why do you think Faria hid his treasure on the island of Monte Cristo?
- f Why do you think his old friends did not recognise Edmond when he arrived in Paris?
.....

2 Read this quotation from the story and discuss the questions.

Now a wealthy man, he decides to use his new money to reward the people who have helped him and to punish his enemies.

- a Do you think Edmond's friends wished they had not written the letter that put him in prison? Why/Why not?
- b How else could Edmond have spent his time after his escape from prison?

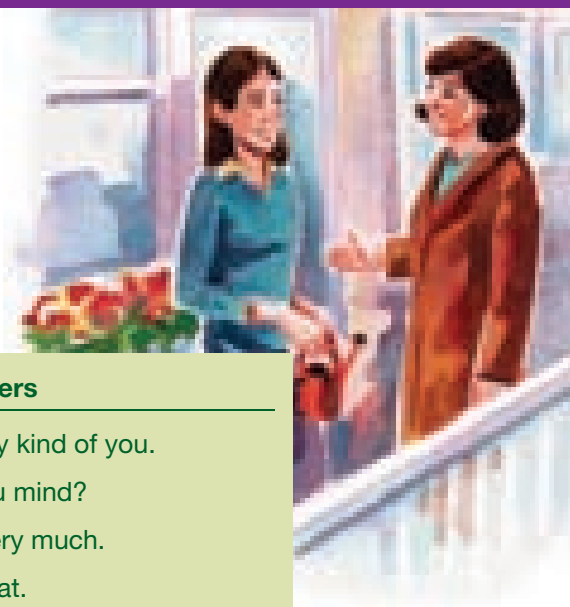
3 Now discuss these questions in pairs.

- a Why do friends sometimes feel envious of each other?
- b How can you stop these feelings?
- c Why are friends so important?
- d How can people show that they value their friends?



1 Listen to a conversation between neighbours and answer the questions.

- a Why is the woman so busy?
She is going on holiday the next day.
- b What does she need for her journey?
- c Why can she not get it herself?
- d Listen again and tick the phrases you hear.



Offer to help

- ☒ Is there anything I can do to help?
- ☐ Would you like me to...?
- ☐ If you like, I could... for you.
- ☐ Shall I... for you?
- ☐ Let me...

Replies to offers

- ☐ That's very kind of you.
- ☐ Would you mind?
- ☐ Thanks very much.
- ☐ That's great.
- ☐ I'd really appreciate that. Thanks.

2 Discuss the following in pairs.

- a Tell your partner about something you have offered to do for a friend, or something that a friend has offered to do for you.
- b Now make a list of things you might offer to do for a neighbour. For example, an old person might need some help with their shopping.

3 Work in new pairs.

Student A You need help with something you do not have time to do yourself. Choose one of the things on the list you made in Exercise 2.

- Student B is your neighbour. Tell Student B what you need help with.
- When Student B offers to help, you should use some of the replies above.

Student B You are Student A's neighbour.

- Listen to Student A's problem.
- Offer to help Student A using some of the language above.



4 Now change places.

Student A offers to help Student B to do something else on the list from Exercise 2.

12 Festivals and folk music

Listening

Objectives

Grammar Verb + *-ing* form or the infinitive

Listening Listen to check predictions and for detail

Reading Read for specific information and for detail

Critical thinking Appreciate the benefits of music

Functions Express likes and dislikes

Writing An informal e-mail about music

- 1** Check the meanings of these words in your *Active Study Dictionary*.

celebrate drum (n) fireworks
landmark mark (v)
position (n) procession



- 2** Look at the pictures and discuss these questions in pairs.

- a What do you think these festivals celebrate?
b Where do you think these festivals take place?

- 3** Listen to three people talking about festivals and check your answers.

- 4** Listen again and complete these sentences.

- a After the harvest festival in England, fruit and vegetables are given to the poor.
b The Sapporo Snow Festival lasts for
c The Chinese New Year festival takes place between
d Chinese people visit their relatives on
e In Egypt, the beginning of spring is marked by
f Next year, Tom may go to the

- 5** Choose another Egyptian festival you know well. Describe it to your partner, who has to guess its name.

- 6** The sounds of English

- a You can use intonation to show whether you feel bored, interested, excited, etc. Listen to these conversations and circle how they feel.

- | | |
|-----------------|--|
| 1 Really? | The speaker <i>doesn't believe this</i> <u>is interested</u> |
| 2 Yes, they do. | The speaker is <i>disagreeing/answering a question</i> . |
| 3 Are you? | The speaker <i>doesn't believe this</i> <i>is interested</i> . |
| 4 Really? | The speaker is <i>surprised/not surprised</i> . |



- b Listen again and repeat what the second speaker says.

1 Study these sentences from the listening text, then do the following.

- 1 Thousands of people enjoy **looking** to look at the sculptures.
- 2 The snow and ice sculptures may **being/be** famous landmarks.
- 3 I remember **watching/to watch** a TV programme about it.
- 4 I really want **seeing/to see** one of these festivals.
- 5 I'll suggest **going/to go** to the Sham El-Nessim festival in Egypt next year.

- a Choose the correct -ing or infinitive form after the verb.
- b Compare answers with a partner, then listen to check your answers.

2 Do the following in pairs.

- a Copy and complete the table.

~~agree~~ arrange ~~avoid~~
decide enjoy expect
finish hope learn offer
plan practise promise
suggest want

Verbs followed by -ing form	Verbs followed by to + infinitive
<i>avoid</i>	<i>agree</i>

- b Write six sentences using three verbs from each list, e.g. *He avoided walking in the park at night.*
- c Can these verbs be in both lists in the table?

forget like love prefer
regret remember stop

3 What is the difference in meaning between these sentences? Discuss in pairs.

- a I remember posting the letter. *I remembered to post the letter.*
- b Ali stopped talking to his friend. *Ali stopped to talk to his friend.*
- c I regret saying that I was tired. *I regret to say that I was tired.*
- d I forget meeting him. *I forgot to meet him.*

4 Talk about the following in pairs, using the verbs in brackets.

- a Talk about your arrangements for next weekend. (*arrange*)
I've arranged to go to the theatre with my family.
- b Talk about a recent decision you have made. (*decide*)
- c Talk about a recent promise you have made. (*promise*)
- d Talk about a recent suggestion you made to a friend. (*suggest*)
- e Talk about a hope for the future. (*hope*)
- f Talk about something you did not do. (*avoid*)
- g Talk about something you should have done last week. (*forget*)

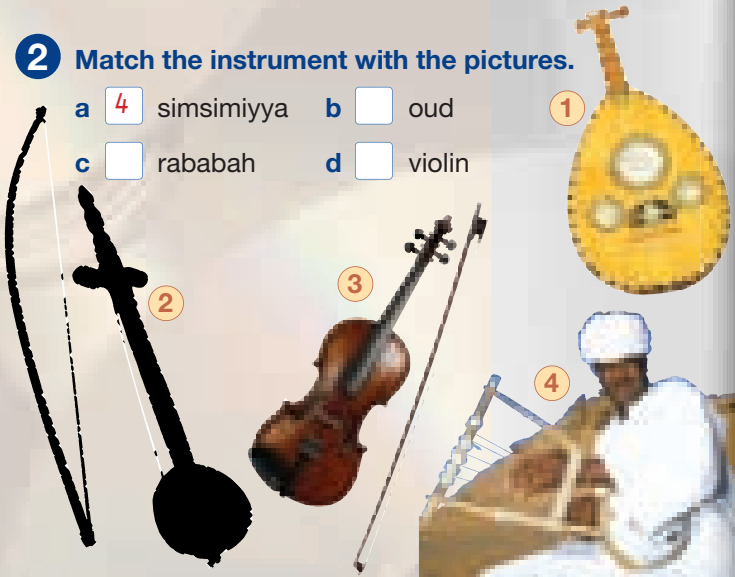


- 1 Check the meanings of these words in your *Active Study Dictionary*.

distinctive event evolve folk
responsibility vary

- 2 Match the instrument with the pictures.

- a ☒ 4 simsimiyya b ☐ oud
c ☐ rababah d ☐ violin



- 3 Read this article and answer these questions.

- a How is folk music different from modern music?
b Why is the writer worried about the future?

- 4 Are these sentences *True* or *False*? Correct the false ones.

- a The writer says cultures often have their own festivals and styles of writing. *False. Cultures have their own festivals and styles of music.*
b Different areas of one country usually have the same style of folk music.
c One of the purposes of folk music has been to help people to work.
d In the past, people used to learn folk music from books.
e Different areas of Egypt use different musical instruments.
f The writer compares the oud to the violin.

- 5 Discuss these questions in pairs.

- a Which different countries' music have you heard?
b Where did you hear it?

Folk music

In the same way that cultures have their own festivals, they also have their own traditional **folk** music: a particular style of music that uses different instruments.

Unlike other kinds of music, folk music usually develops in local communities. Even in one country, different areas, cities and villages often have their own **distinctive** styles. For example, the traditional music of Cairo is different from the music of other parts of Egypt. Distinctive styles developed because, in the past, most people were born and lived their lives in one village or one small area. Music was individual, not influenced by music from other areas.

Today, most modern music is written as entertainment. Most folk music, however, has a special purpose. Folk songs, for example, were made up to describe important historical **events**, to help people get through their day's work, or to sing babies to sleep. Until recent times, folk music was not written down. Children learnt it from their families, friends or neighbours.

The musical instruments used in folk also **vary** from place to place. The people of Upper Egypt, for example, often play the rababah, an instrument like a **violin**; the simsimiyya is the instrument of the Suez area. The oud is common in the folk music of Cairo. It was taken to Europe, where it **evolved** into a number of modern instruments.

Today, travel and modern technology have made it possible for anyone to listen to music not just from other areas, but from other cultures around the world. Because of this, distinctive folk music could disappear in future. With this in mind, it is our **responsibility** to do everything we can to protect the traditional music of our countries, our regions and our communities.

1 Answer the following questions.

- Which type of music does the writer describe? *Folk*
- Why do different parts of the same country have different styles of folk music?
- In which part of Egypt is the simsimiyya a common instrument?
- Why do you think that, in the past, folk music was not written down?
- Why do you think musicians in different parts of Egypt play different musical instruments?
- Do you think that traditional music will disappear in the future? Why/Why not?

2 Read these quotations from the article and discuss the questions.

- How would you describe Egyptian music to someone from another culture?
- Do people still use music for a purpose, e.g. to sing babies to sleep?
- How is modern music different from traditional music?

In the same way that cultures have their own festivals, they also have their own traditional folk music.

Folk songs, for example, were made up to describe important historical events, to help people get through their day's work, or to sing babies to sleep.



3 Discuss these questions in pairs.

- What are the main benefits of listening to music? Think about the following.
 - how music can affect how you feel
 - how music can help children to learn
 - how music can help people with health problems
- If you could learn to play a traditional musical instrument, which would you choose? Give your reasons.



1 Listen to two people talking about the music they like and answer these questions.

- What styles of music do the two speakers enjoy most? *Arabic folk music, ...*
- What instruments do they play?
- Listen again and tick the phrases you hear.

Express likes

- ☒ I'm a big fan of...
- ☐ I prefer...
- ☐ I quite like...
- ☐ I love...

Express dislikes

- ☐ I'm not keen on...
- ☐ I don't enjoy...
- ☐ I dislike...
- ☐ I can't stand...



RESEARCH

Egyptian folk music

Using the internet or a library, find out as much as you can about Egyptian folk music.

2 Work in pairs.

- Choose some Egyptian folk music you like and make notes about it in answer to these questions.

What part of Egypt is the music from? *Upper Egypt*

Who have you heard singing or playing it?

What instrument(s) can you hear in it?

Where and when did you first hear it?

Why do you like it?

- Tell a different pair of students about the music you have chosen.
- Ask each other questions about your choices.

3 Talk to the class.

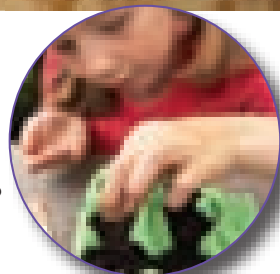
- Pairs can tell the class about their choice of music.
- Find out if anyone else has chosen the same music as you.
- See what other pairs have written and add any new information to your notes.



Review

D

Listening



1 Discuss these questions in pairs.

- What did you learn when you were young? Think of the following:
 - something you learnt to do before you started school.
 - something you learnt from a person in your family.
- Is there anything you wish you had learnt to do when you were younger?
- Is there anything you plan to start doing soon? How will you learn to do it?

2 Listen to a conversation and answer these questions.

- What does each boy wish he had learnt to do when he was younger?
Adel wishes he had learnt to play an instrument.
- What does Hamid suggest to Adel?
- What does Adel suggest to Hamid?

3 Listen again and choose the correct answer from a, b, c or d.

- Why didn't Hamid enjoy playing the violin at first?
 - He didn't like the sound.
 - His hands were very small.
 - He didn't like the lessons.
 - He wanted to play the piano.
- When did Hamid's father start playing the oud?
 - When he was six.
 - When he was 20.
 - When he was 16.
 - Between the ages of 20 and 30.
- How will Hamid's father be able to help Adel?
 - He can advise him about playing the oud.
 - He will teach him to play the oud.
 - He will play the oud for him.
 - He will find a teacher for him.
- When did Hamid first become interested in squash?
 - When he saw his brother playing.
 - When he watched the Olympic Games.
 - When he started school.
 - At the sports centre.
- Why does Adel say Hamid should start playing squash?
 - It will help him to relax.
 - It is a fast, exciting sport.
 - It will help him to keep fit.
 - It will help him to get into university.



4 Discuss this question in pairs.

Do you agree with Hamid when he says *It's never too late to learn?* Why/Why not?

5 The sounds of English

- Listen and underline the silent syllables in these words.
- Listen and underline the stressed part of the following words.

- | | |
|----------------------|-----------------------|
| 1 <u>inter</u> ested | 2 every <u>th</u> ing |
| 3 <u>vege</u> table | 4 <u>choc</u> olate |

- | | |
|---------------------|-------------------------|
| 1 <u>the</u> ory | theore <u>t</u> ical |
| 2 <u>h</u> istory | histor <u>i</u> cal |
| 3 <u>res</u> ponse | respons <u>i</u> bility |
| 4 <u>cele</u> brate | celebrat <u>i</u> on |

1 Rewrite these sentences using *wish*.

- a I'd really like to be fitter than I am. *I wish I were fitter.*
- b I'm sorry I didn't work harder at school last year.
- c He regrets spending so much money last weekend.
- d I don't know what I am going to do after university.
- e My brother would like to speak English better.
- f She fell asleep during the film. She regrets that now.



2 Make sentences to explain the following using the past perfect simple or continuous.

- a One day, Azza walked past an apple tree that was covered in apples. The next day, when she walked past the same tree, there were no apples on it.
Someone had picked all the apples.
- b Sadek left his bicycle outside the supermarket. He did not lock it. When he came out, the bicycle was not there.
- c When I walked past the bus stop, there were people waiting for a bus. Two hours later, they were still waiting.
- d When I came home from school, there were several letters behind the front door.
- e Yesterday, Ali went to the gym to train for the race. An hour later, he looked hot and tired.
- f Karima took her driving test this morning. When I saw her at lunchtime, she was very happy.



3 Rewrite these sentences with the correct form of the verb in brackets.

- a I've just come to the end of that book you lent me. (*finish*)
I've just finished reading that book you lent me.
- b She said she'd meet me after school. (*promise*)
- c He said he had arrived very late. (*admit*)
- d Before the competition, he sang the song again and again. (*practise*)
- e I'm going to do more exercise. That's my plan. (*decide*)
- f I wish I hadn't arranged to go out at the weekend. (*regret*)

1 Discuss these questions in pairs.

- a** What three ways of growing plants do the pictures show?
b Where would you expect to see these ways being used?

2 Read this article and find out which of the three ways of growing plants is described.

An end to food problems?

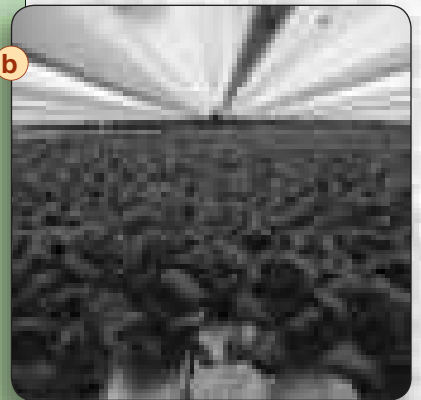
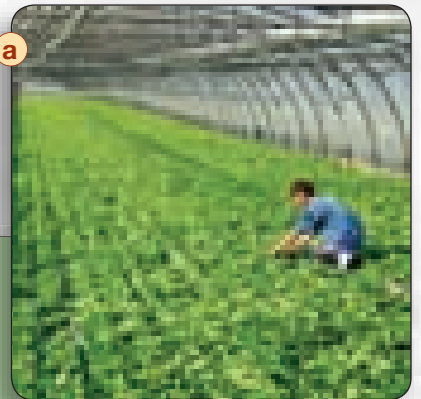
As the world's population continues to grow and climate change makes it more difficult to produce food in the traditional way, scientists are developing new ways of growing plants efficiently. One of these ways is growing plants without soil.

Although this may sound like a modern process, it is not new technology. Ancient Egyptian writings describe how plants were grown in water, and early examples include the famous gardens of Babylon and floating gardens built by the Aztecs in Mexico.

In traditional farming, soil protects the roots of plants, but scientists have shown that plants do not need soil to grow. As long as they can get nutrients from somewhere, they will grow successfully. To grow plants without soil, special fertilizer is added to water and the plants take this in through their roots.

Recently, this technology has developed very quickly. It is common in northern Europe where it is used to grow food crops. Vegetables have even been grown in submarines and astronauts have produced food in space using this technology.

Many people think that growing plants in water could help to solve the world's food problems. As cities become larger, there is less land for agriculture. Countries with little land for growing crops could produce more of their food without soil. This way can also be used in areas with poor soil, such as deserts, and in areas near the sea where salt water is damaging the soil. Perhaps soon there will be no areas of the world where food cannot be produced.



3 Match to make sentences.

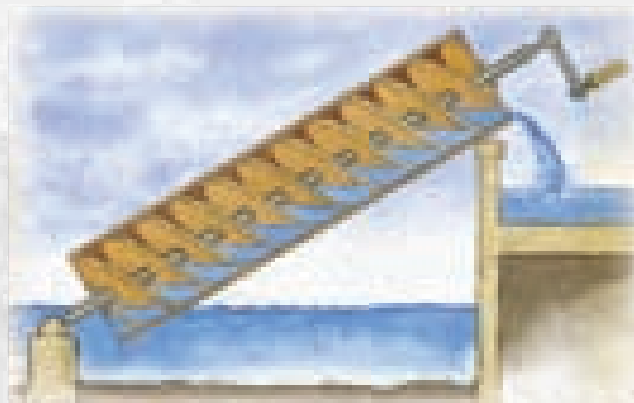
- | | |
|--|--|
| a Scientists are developing new ways of growing plants | 1 <input type="checkbox"/> to get food from somewhere. |
| b People have been growing crops without soil | 2 <input type="checkbox"/> cities grow bigger. |
| c To grow successfully, plants need | 3 <input type="checkbox"/> since ancient times. |
| d Using this technology, people have grown plants in strange places | 4 <input type="checkbox"/> we will be able to grow food almost anywhere in the world. |
| e There is less land for farming as | 5 <input checked="" type="checkbox"/> in order to solve the world's future food problems. |
| f The writer predicts that in the future, | 6 <input type="checkbox"/> such as in space and in submarines. |

1 Complete these sentences with information from the article.

- a Scientists are hoping *to solve the world's food problems.*
- b They are trying
- c In the future, towns and cities are expected
- d Soon farmers may be able to
- e They will have to learn
- f One day, we all might

2 Discuss this question in pairs.

- a Do you think food would taste different if it came from plants that were not grown in soil? Why/Why not?
- b As well as growing plants without soil, what other technologies were used in ancient times?



Critical thinking

1 Answer the following questions.

- a What do Ancient Egyptian writings describe? *How plants can be grown in water.*
- b In traditional farming, how does soil help plants to grow?
- c Why is there less land now for agriculture than in the past?
- d Why do you think scientists are developing new ways of producing food quickly?
- e Why do you think vegetables were grown in submarines?
- f Why do you think scientists have tried to produce food in space?

2 Read this quotation from the article and answer the questions.

- a Why do you think the world's population is continuing to grow?
- b What do you understand by the phrase *to produce food in the traditional way*?
- c What other modern ways are there of growing plants efficiently?

As the world's population continues to grow and climate change makes it more difficult to produce food in the traditional way, scientists are developing new ways of growing plants efficiently. One of these ways is growing plants without soil.

3 Discuss these questions in pairs.

- a How do you think technology may affect food production in Egypt?
- b In what other ways is modern technology being used to improve people's lives in Egypt?

Project 4 The importance of water

Situation

An organisation which protects the environment has asked students in your school to produce a poster to show how important water is in our lives.

1 Read the situation and find out information about water in groups of four.

- a Using the internet or a library, each student should find the answers to one of the questions 1–4.

- 1 What is water?
- 2 How much water is there on the earth and where is it?
- 3 Why do plants and animals need water?
- 4 What is life like in areas which have little or no water?

- b Share the information you have found with the rest of the group and then choose four pieces of information to include on your poster.

2 Now discuss these questions and make notes of important points.

- a How do most people you know use water in their daily lives? Think of as many uses as you can.

Water is used for drinking.

- b Where does your water come from? Do you have a regular water supply that you can depend on?

- c Why is it important not to waste water?

3 Plan your poster.

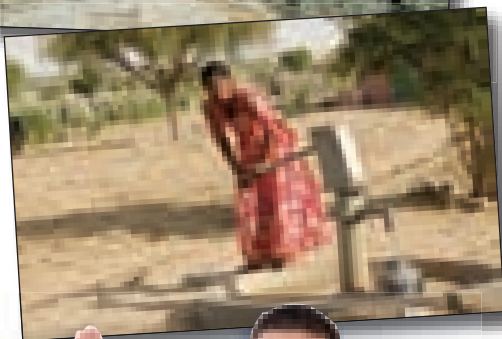
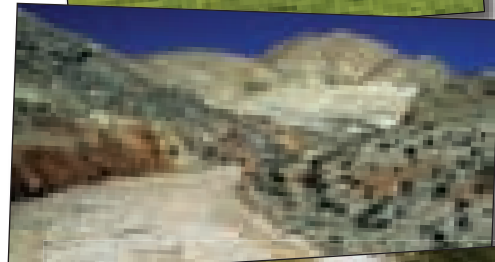
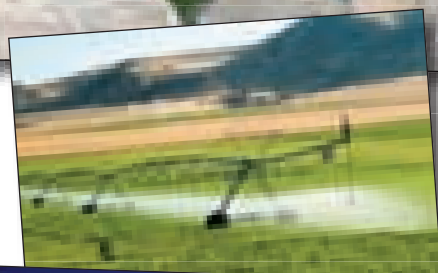
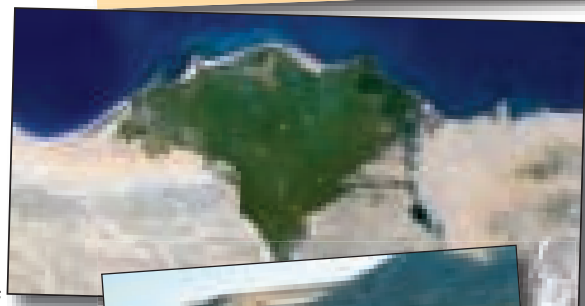
- a Your poster should have the following three parts. Decide what information to include under each heading

- Scientific information
- Water in our daily lives
- How to avoid wasting water

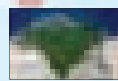
- b Decide what pictures to use. You could use photographs or your own drawings.

4 Design and produce your poster.

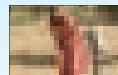
- a Make your poster.
- b Present your poster to the rest of your class.



Scientific information



Water in our daily lives



How to avoid wasting water



UNIT 13 Women in history

Listening

Objectives

Grammar Relative clauses

Listening Listen for gist and to interpret information

Reading Read for specific information and to interpret reference words

Critical thinking The changing role of women in society

Functions Ask for and give reasons

Writing A text about a famous woman

1 Look at the pictures and answer the questions.

a Can you match the names to the pictures?

- ☐ Florence Nightingale
- ☐ Dr Aisha Abd El-Rahman
- ☒ Queen Victoria
- ☐ Amy Johnson

b What do you know about these women?
Discuss your ideas in pairs.

2 Check the meanings of these words in your Active Study Dictionary.

argue for degree encourage
inspector personal positive role

3 Listen to a talk about a famous woman and answer the questions.

- a Which woman from Exercise 1 do they discuss?
- b Were your ideas about her correct?

4 Listen again. Are these sentences True or False? Correct the false ones.

- a Dr Aisha wrote in the newspaper *Al Akhbar*. *False. She wrote in the newspaper Al Ahram.*
- b Dr Aisha was born in 1913.
- c Dr Aisha's father encouraged her to go to school.
- d She started school when she was seven years old.
- e She started teaching Arabic literature in 1942.
- f Dr Aisha taught in universities in different countries.
- g Dr Aisha died at the age of 98.

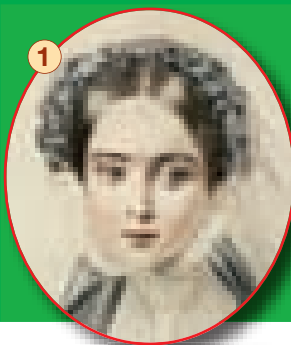
5 Discuss this question in pairs.

Dr Aisha spent most of her life on her work.
Do you think this was a good idea? Why/Why not?

6 The sounds of English

- a Underline the words which do not have the same long vowel sounds as the others.
- b Listen, check your answers and repeat the words.

- | | | | | |
|---|--------|--------|--------------|-------|
| 1 | known | wrote | <u>allow</u> | role |
| 2 | writer | main | died | night |
| 3 | staff | brave | age | name |
| 4 | join | employ | boy | ball |
| 5 | grow | town | house | round |



1 Study these sentences from the listening text, then do the following.

- 1 Dr Aisha Abd El-Rahman, who is better known to some people as Bint El-Shatei, is one of the most famous people in Egyptian and Arab culture.
- 2 Dr Aisha used to go with him to meetings at which she learned to read and write.
- 3 She went to Cairo University, where she studied Arabic language and literature.
- 4 Dr Aisha wrote many books and articles in which she argued for a more positive role for women in the modern world.
- 5 Her work, which had taken up much of her personal life, is still appreciated today.

- a Underline the relative clauses in these sentences.
- b Circle the relative pronouns.

DON'T FORGET

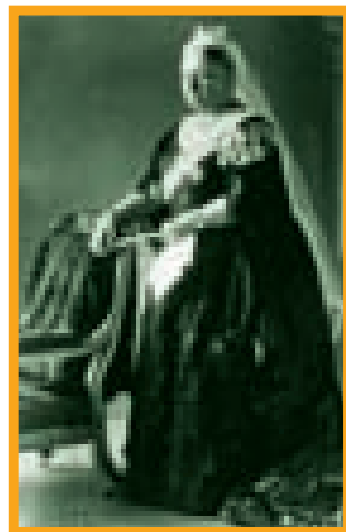
Sometimes you will need to use a preposition before the relative pronoun, e.g. *at/by/for/in which*.

2 Answer these questions in pairs.

- a What do the relative pronouns in Exercise 1 refer to: a person, a thing or a place?
- b In which sentence is the relative clause important to understand the sentence?
- c In which sentences do the relative clauses give us more information?
- d What do you notice about the beginning of the relative clauses in sentences 2 and 4?

3 Join these pairs of sentences using a relative clause.

- a Dr Aisha was born in Damietta in 1913. Dr Aisha's father was an important man. Dr Aisha, whose father was an important man, was born in Damietta in 1913.
- b Dr Aisha wrote many articles. She discussed women and society in these articles.
- c Queen Victoria was born in London in 1819. She was educated in London alone, without meeting other children.
- d Queen Victoria was queen of Britain for most of the nineteenth century. She died in January 1901.
- e Queen Victoria ruled for more than 63 years. This meant she was queen for longer than any other British ruler.
- f Queen Victoria's husband, Prince Albert, died in 1861. After this, Queen Victoria always wore black clothes.



4 Complete these sentences with your own ideas.

- a I'm hoping to study science at university, after which I'd like to work as a research scientist.
- b The town/city in which
- c These days, women have as good an education as men, which

1 Check the meanings of these words in your Active Study Dictionary.

(be in) **charge of** **effective**
flight **impressive** **licence**
nursing **solo** **suitable**

2 Read the articles and answer these questions.

- a Florence Nightingale is remembered for two reasons. What are they? *She was asked to be in charge of wounded soldiers abroad.*
- b What happened in 1929 and 1936?

3 Read again and answer these questions.

- a Why did Florence Nightingale's parents not want their daughter to be a nurse?
They did not think it was a suitable job.
- b Why was Florence Nightingale asked to be in charge of nursing soldiers abroad?
.....
- c What did Florence Nightingale do after returning from Europe?
- d What did Amy Johnson do before becoming a pilot?
- e What did Amy Johnson do many times during her flight from England to Australia?
.....
- f What kind of flying did Amy Johnson specialise in?

4 What do the words and phrases in bold from the articles refer to?

- a Her family did not think that **this** was a suitable job for their young daughter.
being a nurse.
- b She opened the Nightingale School of Nursing, the first school of **this kind**.
- c **This** took 19 days.
- d She became very popular with the British people, **who** called **her** the *Queen of the Air*.
.....

5 Discuss this question in pairs.

Which of the two women do you think was the most **impressive**? Give your reasons.

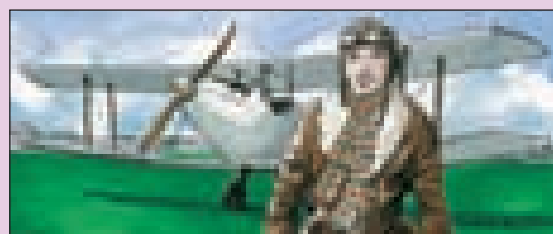


Florence Nightingale

Florence Nightingale was born in 1820 into a wealthy family in Italy, but grew up and went to school in England. When she was 17, she decided that she wanted to be a nurse, although her family did not think that this was a **suitable** job for their young daughter. However, Florence's work in a London hospital was so **effective** that the British government asked her to be in **charge of** the **nursing** of wounded soldiers abroad. After working in Europe, she returned to England and opened the Nightingale School of Nursing in London, the first school of this kind.



The Queen of the Air



Amy Johnson was from the north of England and first became interested in flying while she was working as a secretary in London. In 1929, she was awarded her pilot's **licence** and a year later tried to break the record for a **solo flight** from Britain to Australia. She flew alone from London to Darwin in a small plane. This took 19 days and she stopped many times in Europe, Asia and on islands in the Pacific Ocean. Although Amy missed the record by just three days, she became very popular with the British people, who called her the *Queen of the Air*. Amy Johnson made many other long-distance flights, and in 1936 broke the record for a solo flight from London to South Africa. She also flew planes for the British army during the Second World War, and was killed in a plane crash in 1941.

1 Answer the following questions.

- a Where was Florence Nightingale born? *She was born in Italy.*
- b What was special about Florence Nightingale's nursing school?
- c What did Amy Johnson do during the Second World War?
- d Why do you think Florence Nightingale's family thought that nursing was not a suitable job for their daughter?
- e Why do you think Amy Johnson wanted to become a pilot?
- f Why do you think she became so popular with the British people?
.....

2 Read this quotation and answer the questions.

- a What kind of people want to become nurses?
- b What other jobs are there in which you have to look after other people?
- c What do you think hospitals were like when Florence Nightingale started work?
- d In what ways have hospitals improved since those times? Think about the following:

- cleanliness and hygiene
- equipment
- medicines
- staff
- technology

Florence Nightingale was determined to be a nurse and finally her parents agreed. She trained to be a nurse in Germany, and then returned to England to be in charge of a London hospital. There, she trained other women to be nurses and introduced new ideas into hospitals. For example, she made sure there was always hot water for doctors and nurses to use.



3 Discuss these questions in pairs.

- a What jobs can women do today that they could not do 50 years ago?
- b Do you think there are some jobs that only men or only women should do?
- c Can you think of other women who have worked hard for their community or their country?

1 Listen to this conversation and answer the question.

- a Who does each speaker admire? *A primary school teacher.*
b Listen again and tick the phrases below that you hear.

Asking for reasons		Giving reasons	
Can you tell me why?	<input type="checkbox"/>	(It's) because...	<input type="checkbox"/>
Why...?	<input checked="" type="checkbox"/>	For (two/three) reasons.	<input type="checkbox"/>
Is that the reason...?	<input type="checkbox"/>	To start with...	<input type="checkbox"/>
Is that why...?	<input type="checkbox"/>	Firstly/Secondly, because...	<input type="checkbox"/>
What (did you choose her) for?	<input type="checkbox"/>	That's one of the reasons.	<input type="checkbox"/>
What's the reason for...?	<input type="checkbox"/>	Mainly because...	<input type="checkbox"/>

2 Plan a talk about a woman you admire.

- a Choose a woman to talk about. The person can be one of the following:
- someone who is living now or someone from the past.
 - someone from Egypt or from another country.
 - someone you know or someone who is known by many people.

RESEARCH

Famous women

If you choose a famous woman from the past, you may need to find information about the person from the internet or library books.

- b Complete this questionnaire about the woman you have chosen.

Name:

Nationality:

Now or in the past?

Well-known or unknown to most people?

Occupation or situation:

Person's good qualities:

Reasons why I admire this person:

1

2

3

3 Work in small groups.

- a Take turns to describe the woman you have chosen. Use the notes you made in the questionnaire.
b Do not interrupt students when they are talking, but when they have finished, ask why they chose their person. Use some of the phrases above.



14 Greene: *Travels with My Aunt*

Listening

- 1 Check the meanings of these words in your *Active Study Dictionary*.

banking bully (v) excitement
influential regard storyteller



Objectives

Grammar Linking words

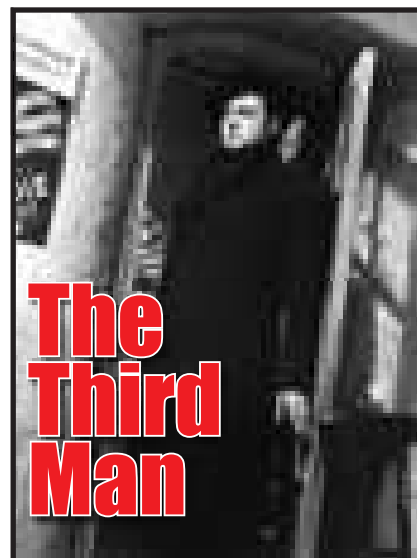
Listening Listen for gist and for detail

Reading Read for gist and read between the lines

Critical thinking Appreciate the importance of travel

Functions Give and respond to warnings

Writing A story



- 2 Listen to a talk about the writer Graham Greene and answer the questions.

- a What was Graham Greene's father's job? *He was a teacher.*
b What did Graham Greene study at university?
c Where did Graham Greene work during the Second World War?
d In which year did Graham Greene die?

- 3 Listen again and choose the correct answer from a, b, c or d.

- 1 How many brothers and sisters did Graham Greene have?
a three b four **c five** d six
- 2 Why was Graham Greene unhappy at school?
a Other children were cruel to him. b He found the work very difficult.
c He was lonely. d His father was a teacher there.
- 3 After he had started writing novels, what else did Greene do to make money?
a He worked for a local newspaper. b He wrote reviews.
c He was a journalist. d He was a politician.
- 4 Where did the speaker meet Graham Greene?
a In England. b In Liberia.
c In Mexico. d In Switzerland.
- 5 What does the speaker think is Graham Greene's best quality as a writer?
a He wrote about his own experiences. b He understood the problems of modern life.
c He was good at telling exciting stories. d His stories were very unusual.

- 4 Discuss these questions in pairs.

Why do you think Graham Greene liked travelling to wild, remote places?

- 5 The sounds of English

- a Underline the part of these words which have the same sounds.
b Listen, check your answers and repeat the words.

- 1 facts photo difficult enough
2 local book school quickly
3 Europe university yield usually
4 profession publish ocean influential
5 work quite twenty while

DON'T FORGET

Words can have the same sound, but be spelt differently. For this reason, it is important to learn the spellings of new words when you first see them.

1 Study these sentences from the listening text, then do the following.

- 1 I only met Graham Greene once, but I've long been interested in his life.
- 2 Although his father was a school teacher, his wider family was wealthy and influential in the world of banking.
- 3 Graham was very unhappy at school because he was regularly bullied.
- 4 While he was at Oxford, he wrote a few poems.
- 5 He didn't earn enough at first, so he wrote book and film reviews.
- 6 Despite being known as a difficult man, I got on very well with him.

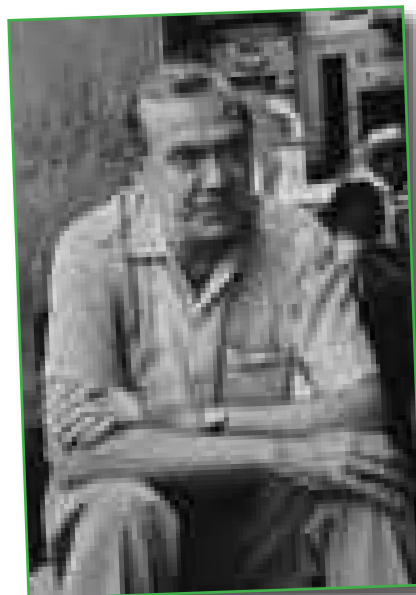
DON'T FORGET

All linking words and phrases can be used in the middle of sentences. Some can also be used at the beginning.

- a Underline the words which link the different ideas in each sentence.
- b Circle the two ideas in each sentence.

2 Discuss these questions in pairs.

- a Which of the linking words above can start a sentence?
- b Which linking words:
 - introduce a different or opposite idea?
 - introduce an explanation?
 - means *and for this reason*?
- c What are the two ideas in these sentences?
 - **On** leaving school, he went to Oxford University.
 - **After** graduating, he became a journalist.
- d Rewrite these sentences starting *When he...* and *After he...*
When he left school, he went to Oxford University.

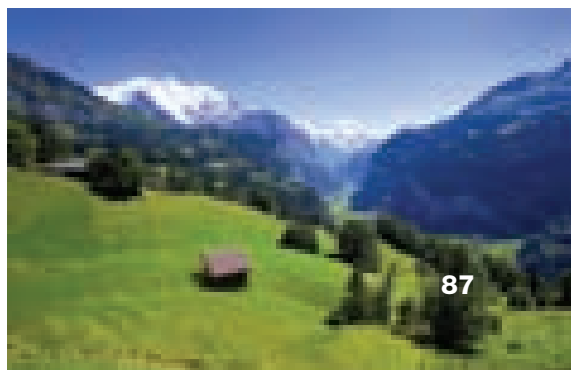


3 Join these sentences using the word or phrase in brackets.

- a Graham Greene went to a good school. He was not happy. (*although*)
Although Graham Greene went to a good school, he was not happy.
- b He worked for local newspapers. Then he wrote for a national paper. (*after*)
- c He enjoyed travelling. He visited many different countries. (*because*)
- d His early novels were not successful. For this reason, Greene could not give up his job as a journalist. (*so*)
- e Graham Greene and I met in Mexico. When I met him, I was very impressed by the man. (*on*)
- f He moved to the healthy air of Switzerland. He died in 1991. (*despite*)

4 Complete these sentences with your own ideas.

- a Before going to bed last night, I
- b On waking up this morning, I
- c After getting home this evening, I'm
- d Despite being very tired, the man

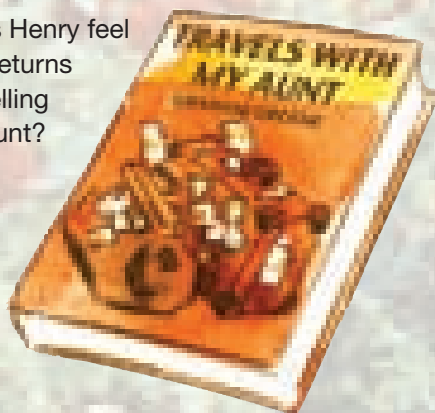


- 1 Check the meanings of these words in your *Active Study Dictionary*.

adventurous conventional
find out funeral lead (to)
lifestyle spontaneous

- 2 Read this summary of *Travels with My Aunt* and discuss the question in pairs.

How does Henry feel when he returns after travelling with his aunt?



- 3 Read the story again and put the sentences in the order they happened.

- a ☐ Henry and Augusta travel to Istanbul and meet Augusta's friends.
- b ☐ Henry finds out about his family's past.
- c ☒ 1 Henry's mother dies just after he retires.
- d ☐ Henry now looks at life in a different way.
- e ☐ Henry meets his aunt at a funeral.
- f ☐ Henry travels with his aunt around England.

- 4 Discuss these questions in pairs.

- a Do you think Henry's opinion of Augusta changed during the story? Why/Why not?
- b What effect did meeting Augusta have on Henry's life and personality?

DON'T FORGET
You may need to read between the lines to answer questions about reading texts.

TRAVELS WITH MY AUNT



Henry Pulling is a retired bank manager and lives a very conventional life. His mother dies just after he retires. At the funeral, he meets his Aunt Augusta, a woman in her seventies who he has not seen for 50 years. Aunt Augusta has travelled all over the world. From everything she says, it is obvious that Augusta has lived an adventurous, unconventional life.

After the funeral, Henry and Augusta meet again and, despite having very different personalities, they get on well. Augusta tells Henry things about his family that he never knew. Augusta then persuades Henry to go travelling with her, at first to places in England, but gradually to more exciting destinations. Until now, Henry has lived a quiet life; most of the people he knows are bank customers or colleagues.

One day, Augusta tells Henry she is taking him to Istanbul. He is surprised by this sudden announcement. He is used to planning everything he does, but Augusta is always spontaneous and seems to make decisions without thinking. On the journey to Istanbul, Henry finds out more about his aunt's unusual lifestyle and her past. As they travel, Henry



sees new cultures for the first time and Augusta introduces him to her old friends who all have exciting and unusual stories to tell. Henry is often surprised by what he hears, but begins to enjoy himself more and more.

When he returns to England, Henry enjoys his retirement looking after the flowers in his garden, but he is a changed man. He misses his aunt and her interesting friends, and Augusta has shown him a new way of looking at the world.



1 Answer the following questions.

- a What was Henry's occupation before he retired? *He was a bank manager.*
- b How old is Aunt Augusta?
.....
- c How did Henry spend his time after his travels with Augusta?
- d Why do you think Henry and Augusta had not met for 50 years before the funeral?
.....
- e Why do you think Henry and Augusta travel only to places in England at first?
.....
- f Why do you think Henry misses his aunt and her friends?

2 Read this quotation from the story and answer the questions.

When he returns to England, Henry enjoys his retirement looking after the flowers in his garden, but he is a changed man. He misses his aunt and her interesting friends, and Augusta has shown him a new way of looking at the world.

- a What does Henry's hobby tell you about his personality?
- b In what ways do you think Henry's lifestyle is different from Augusta's?
- c Do you think Henry is happier after he meets Augusta? Why?/Why not?
- d What do you think Henry has learnt at the end of the story?

3 Discuss these questions in pairs.

- a How can travel and experiences of other cultures change people?
- b Which other cultures would you like to experience? Why?

1

Listen to three short conversations and do the following.

a Who are the two speakers in each conversation and what is the situation?

1 *A mother and child crossing the road. (a warning) ...*

2

3

b Listen again and choose the correct words or phrases you hear.

1 A **Be careful/Help**. This is a really busy road!B **It's clear/OK**, Mum. I wouldn't cross if a car was coming.

2 A You didn't spend long enough on your last homework.

B **Don't/No** worry. It'll be **fine/good**.A I hope so. If you **didn't try/don't work** a bit harder, you'll fail the test.3 A **Look/Watch** out! **Whatever/Whenever** you do, don't move!

B Why not?

A There's a snake in front of you!



2

Plan a story.

a Think of a story in which a young person benefited from a warning from an older member of their family. The people could be:

- people you know.
- real people you have heard or read about.
- fictional characters (from a novel or a film).

b Prepare your story.

c Exchange stories with two other students.

3

Discuss these questions in groups.

a How can young people benefit from advice given by older members of their family?

b Why are grandparents particularly good at giving advice to their grandchildren?



15 The future of books

Listening



Objectives

Grammar Future passive

Listening Listen for gist and for detail

Reading Read for gist and to guess the meaning of unknown words

Critical thinking The importance of books in education

Function Talking about the future

Writing A letter expressing opinions

1 Discuss these questions in pairs, giving a reason for your answers.

- If you wanted to read today's news, which would you choose: a traditional newspaper or an online newspaper?
- If you wanted to read a novel, would you choose a traditional book or an electronic book?
- If you wanted to find up-to-date information for a school project, would you look in a library or on the internet?

2 Check the meanings of these words in your Active Study Dictionary.

available download (v) enthusiastic
gadget paperback screen



3 Listen to two men talking about different ways of reading and answer these questions.

- Which two ways of reading do the speakers compare? *Traditional books,*
- Why does Mahdi say, *You'd better start saving now?*

4 Listen again and answer these questions.

- Where did Mahdi find out about e-book readers? *He saw a television programme about them.*
- How do you turn the pages of an e-book reader?
- Where do you get e-books from?
- How does Mahdi explain the high price of e-book readers?
- Which books do the speakers say will probably not be published as e-books?
- How will e-books be good for the environment?

DON'T FORGET

We often add **e-** to a word when you can get it on a computer, e.g. **e-mail, e-book, e-reader.** The **e-** means **electronic.**

5 Discuss these questions in pairs.

- Do you think traditional books, newspapers and magazines will disappear completely? Why/Why not?
- Do you agree that traditional school books will not be replaced by e-books? Why/Why not?

6 The sounds of English

- It is sometimes hard to say sentences with repeated sounds. Listen and repeat these sentences.
- Listen again and repeat the sentences more quickly.

- Ben bought a paperback book.
- She wears the same size shoes as her sister.
- We've been on the world's worst website.
- They thought there were three theatre tickets.

1 Study these sentences from the listening text, then do the following.

- 1 In the future, every new book will probably be published as an e-book. *Passive*
- 2 You can be sure they'll reduce the price when more people buy them.
- 3 Do you think they'll ever replace traditional books completely?
- 4 I think most best-sellers will be read as e-books.
- 5 I'm sure some kinds of books won't be replaced.
- 6 Think of all the paper that we'll save.
- 7 By the year 2100, millions of trees and hundreds of forests will have been saved.

- a Underline the future verbs in these sentences.
- b Write whether the verbs are active or passive.

2 Discuss these questions in pairs.

- a Sentences 1, 4 and 5 are in the future passive. What tense is sentence 7?
- b How do we form the future passive and the future perfect passive?
- c What is the difference in meaning between these two sentences?
 - In the next 90 years, hundreds of forests **will be saved**. (*future passive*)
 - By 2100, hundreds of forests **will have been saved**. (*future perfect passive*)

3 In your notebooks, change the active sentences in Exercise 1 into the passive.

- 2 You can be sure the price will be reduced when more people buy them.

4 Make passive sentences about the picture.

- a Use the future passive to make predictions about how things will be different for this city in the next 40 years.
In the next 40 years, most of the old buildings will be replaced by modern offices.
- b Now think about the year 2050. How will things have changed by then?
By 2050, most of the old buildings will have been replaced by modern offices.



1 Check the meanings of these words in your Active Study Dictionary.

bleach (v) encyclopedia mixture
press (v) recycle roller soak (v)

2 Discuss these questions in pairs.

- Where was paper first invented?
- What are most of today's newspapers made from?
- What are CD-ROMS? What are they used for?

3 Read the article and check your answers to Exercise 2.

4 Complete these sentences with information from the article.

- Before papyrus could be used for writing on, it had to be soaked in water, pressed and then dried in the sun.
- Arab travellers learned how to make paper after
- Paper made from cotton was more expensive
- After the wood has been bleached, water
- As well as making new paper from trees, we can
- Some people believe that CD-ROMs will

5 Discuss these questions in pairs.

- Do you think that collections of CD-ROMS will replace libraries in the future?
- What would be the advantages and disadvantages of this?

The history of paper

In Ancient Egypt, a type of tall grass called papyrus, which grew in the Nile valley, was used for writing and drawing on. Before it could be used, the leaves of the grass were **soaked** in water, **pressed** together and then dried in the sun.

The first paper was made by the Chinese two thousand years ago. In the eighth century, Arab travellers who traded with China learned how to make it, too. At first, paper was very expensive because it was made from cotton, but later it was produced from wood and so became much cheaper.

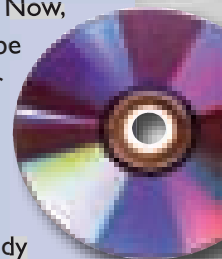


To make paper from wood, logs are broken into small pieces which are then mixed with chemicals and **bleached**. Water is removed from the **mixture**, which then passes through hot **rollers** to produce continuous pieces of dry paper.

Every year, millions of trees are cut down to make new paper. Fortunately, the type of tree that gives us the best wood for making paper grows very quickly, but old paper can also be recycled. Most of today's newspapers and magazines are made from **recycled** paper.

For hundreds of years, an enormous quantity of paper has been used to produce books, especially very large books like **encyclopedias**. Now, encyclopedias and other books can be put onto CD-ROMs: special computer disks which can hold huge amounts of information. Sound and pictures can also be put on CD-ROMs.

Many people think that soon everybody will have a computer and we will get all our information from the internet or from CD-ROMs. They believe that public libraries will no longer be needed and that printing will become part of history.



1 Answer the following questions.

- a Where does papyrus grow? *It grows in the Nile valley.*
- b When was the first paper made?
- c What can be put onto a CD-ROM?
- d How do you think Arab traders travelled to China two thousand years ago?
- e Why do you think wood is bleached during the process of making paper?
- f Do you think there will be more or less trees in the future?

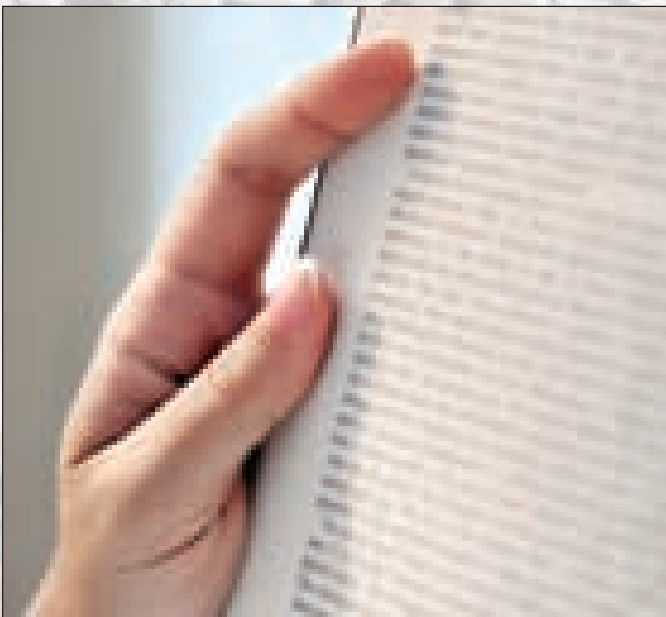
2 Read this quotation from the article and answer the questions.

- a Why does the writer use the word *Fortunately*?
- b What do you use that has been recycled?
- c Why do you think some people prefer new paper to recycled paper?
- d How is using recycled paper good for the environment?

Every year, millions of trees are cut down to make new paper. Fortunately, the type of tree that gives us the best wood for making paper grows very quickly, but old paper can also be recycled. Most of today's newspapers and magazines are made from recycled paper.

3 Discuss these questions in pairs.

- a Can you think of all the different ways in which you use paper at home, at school or in your everyday life?
- b How have books been used to educate people and for enjoyment since the invention of paper?
- c What other inventions do you think have been as important as the invention of paper?



1 Listen to this conversation and answer the questions.

- a What is the main subject of the conversation? *Libraries in the future*
- b What do the speakers predict?

2 Listen again and complete the conversation.

definitely don't think hope possible suppose ~~sure~~ think

Leila Do you think we'll still have libraries in the future?

Fawzia Yes, I'm **a** *sure* we will.

Leila But what about the internet and CD-ROMs?

Fawzia They'll **b** become more popular, but I don't imagine they'll replace libraries.

Leila But what do you **c** will happen when everyone has a computer?

Fawzia I **d** that'll happen in the near future. It's **e** that people will use CD-ROMs for work and study, but they'll go on reading books for their own enjoyment.

Leila True. And I **f** if we have books, we'll still need libraries.

Fawzia Let's **g** so.

3 Discuss these questions in pairs, using some of the phrases from Exercise 2.

- a Do you regularly read a newspaper?
- b Do you think newspapers will become more or less popular in the future?
- c How do you think newspapers will change in the future?
- d How will the way they are produced be different?
- e Do you think that, in the future, more or fewer people will be finding out the news by watching TV or by going online?

4 Discuss your answers in groups.

- a Now tell another pair of students your predictions.
- b When both pairs have explained their ideas, have a group discussion about the future of newspapers.



Review

E

Listening



1 Discuss this question in pairs.

Why do people travel abroad? Think of as many reasons as you can.

2 Listen to a conversation between two friends and answer the questions.

- a Where did each person travel to? Ali went to England.
b What was their reason for travelling?

3 Listen again and choose the correct answer from a, b, c or d.

- 1 When he went to England, Ali stayed...
a in a hotel. b with friends.
c with an English family. d at a school.
- 2 Where were the other students from?
a Egypt b different countries c England d Italy
- 3 What did Ali say about English tea?
a They drink it very warm. b They drink it in their houses.
c They have it with milk. d They don't like tea.
- 4 What was special about the village Osama and his mother visited?
a It had canals, not streets. b It was very modern.
c It had very narrow streets. d Nobody had a boat.
- 5 What did Osama say about languages in China?
a Everyone spoke English. b A few people spoke Arabic.
c Some people spoke English. d People could only speak Chinese.



4 The sounds of English

- a Listen and underline the words that have a different vowel sound.
- b Listen and underline the parts of these words which have the same sounds.
- c Listen and repeat these phrases.

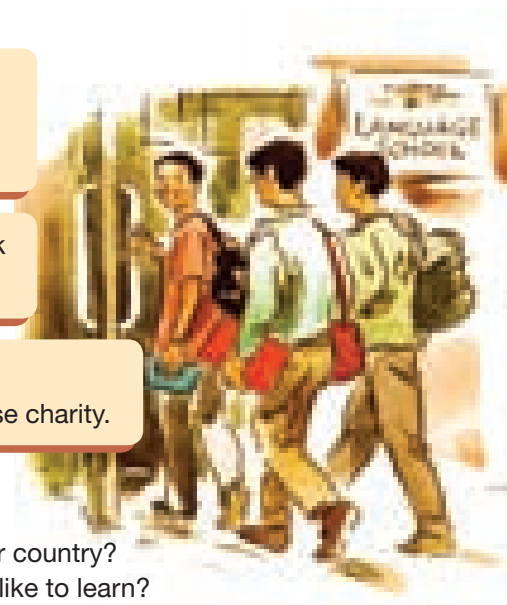
- 1 food house new you
- 2 hard last class warm
- 3 clothes go so some

- 1 canal drink school speak
- 2 been knew near one

- 1 Fast food is full of fat.
- 2 You should choose a Chinese charity.

5 Discuss these questions in pairs.

- a Would you like to go on a language and culture visit to another country? Which country would you choose? What language would you like to learn?
- b How would learning English in Britain be different from learning it in Egypt?



1 Join these pairs of sentences using a relative pronoun.

that where which ~~who~~ whose where

- a Ali stayed with an English family. The family lived near London.
Ali stayed with an English family who lived near London.
- b Ali spent a month in England. Spending a month in England taught Ali a lot about English life and culture.
- c Osama went to China last summer. Osama's father is a businessman.
- d Osama and his mother went to Shanghai. His father had meetings there.
- e Osama visited a water village. The water village had canals instead of streets.
- f The Chinese people were very friendly. Osama met Chinese people.



2 Match to make sentences using linking words.

~~although~~ because but despite so

- a *Although* they didn't speak any Chinese, 1 ☐ he wanted to meet some Chinese businessmen.
- b Ali wants to improve his English, 2 ☒ *a* Osama and his mother managed to communicate with the people in China.
- c Osama's father went to Shanghai 3 ☐ Osama got on very well with the people in China.
- d not knowing any Chinese, 4 ☐ there are a lot of historical places for tourists to see.
- e Shanghai is a very modern city, 5 ☐ he went to England for a month.

3 Rewrite these newspaper headline predictions using passive verbs.

- a Half the world's population will speak English by 2050.
English will be spoken by half the world's population by 2050.
- b Farmers will grow 25% more fruit and vegetables than they grow now.
- c They will have replaced vehicles which use petrol.
- d They will discover cures for serious diseases.
- e They'll have invented new ways of generating electricity.

English will be spoken by half the world's population by 2050

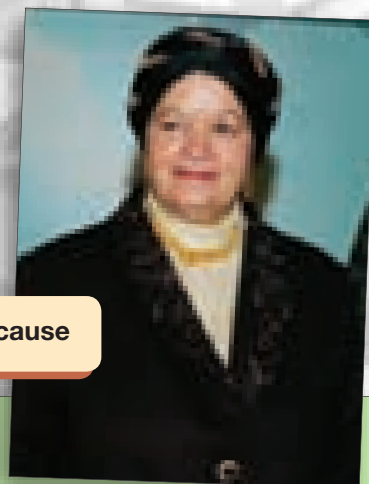
1 Look at the title below and discuss these questions in pairs.

- a Who was Marie Curie?
- b Why might she have been someone's hero?

2 Read this article and do the following.

- a Check your answers to Exercise 1.
- b Complete the sentences with these linking words.

after and because ~~but~~ despite however so because



Marie Curie was my hero

You may not have heard of Dr Karimat El-Sayed, **a** *but* in 2003 she won an award as one of the best women scientists in the world. At the time, she was a science professor at Ain Shams University in Cairo **b** won the award for her work on the structure of metal.

Dr El-Sayed is special in the world of science **c** she was the first Egyptian woman to receive one of these awards. As an enthusiastic scientist, she has spent much of her career encouraging other women to become scientists. She said in an interview that, **d** being a grandmother, she was still working **e** she loved it.

As a girl at secondary school, Dr El-Sayed heard about the discoveries of the energetic

French woman scientist Marie Curie and decided that she wanted to be a scientist herself. El-Sayed worked very hard at school and was good at science and maths.

f it was not common for women to go to university at that time,

g it took her a long time to get her family to agree to the idea.

In her early twenties, **h** graduating, El-Sayed travelled to Britain to continue her studies. There, she was inspired by one of her teachers who was also a scientist. Later, El-Sayed married a man who was also a research scientist.

Now, as well as her other work, Dr El-Sayed travels round Egypt meeting groups of girls and encouraging them to think seriously about careers in science.



3 Read the article again and answer these questions.

- a Where was Dr Karimat El-Sayed working when she won her award?
She was working at Ain Shams University in Cairo.
- b What did she do to win this award?
- c Why is she considered special in Egypt?
- d Why did it take El-Sayed's family a long time to agree to their daughter's wish to be a scientist?
- e What does El-Sayed's husband do?
- f Why does El-Sayed travel around Egypt now?

1 Match to make phrases from the article.

- | | |
|-----------------------|---|
| a win | 1 <input type="checkbox"/> an idea |
| b secondary | 2 <input type="checkbox"/> twenties |
| c work | 3 <input type="checkbox"/> at science |
| d agree to | 4 <input type="checkbox"/> scientist |
| e research | 5 <input checked="" type="checkbox"/> an award |
| f good | 6 <input type="checkbox"/> school |
| g in her early | 7 <input type="checkbox"/> hard |

2 Discuss these questions in pairs.

- Who has encouraged you at some point in your life?
- What has this person encouraged you to do?
- What have they said or done to encourage you?



Critical thinking

1 Answer the following questions.

- When did Dr Karimat El-Sayed win her award? *She won it in 2003.*
- What school subjects was she good at?
- How old was she when she went to Britain to study?
- Why do you think Dr Karimat El-Sayed has spent time encouraging other women to become scientists?
- Why do you think she loves her work?
- Would you choose science as a career? Why/Why not?

2 Read this quotation from the article and answer the questions.

- Why do you think Marie Curie became Dr El-Sayed's hero when she was at school?
- When do you think most young people decide what to do when they finish school or university? Have you made your decision yet?
- Do you think it is easier to work hard at school if you have already decided on a future career? Why/Why not?

As a girl at secondary school, Dr El-Sayed heard about the discoveries of the energetic French woman scientist Marie Curie and decided that she wanted to be a scientist herself.

3 Discuss these questions in pairs.

- What qualities do you think make a good hero?
- Who is your hero? Give as many reasons as you can.
- Do you think awards encourage people to work hard?
- Can you think of anyone that should receive an award for the work he or she does?

Project 5 The culture of modern Egypt

Situation

An Egyptian travel organisation has asked students in your school to produce a five-day programme introducing visitors to the culture of modern Egypt.

1 Read the situation. In groups of four, discuss the following questions and make notes.

- What would you like visitors to see while they are in your country? Think of three or four interesting places where visitors can learn about Egyptian culture.
- Think of interesting activities visitors could watch or take part in, or interesting people they could meet.
- Where could the visitors stay? Remember, these visitors want to see real Egyptian life.
- How could they travel from place to place to see as many different things as possible?
- Could you include a few Arabic lessons in your programme so that visitors can speak to people they meet?

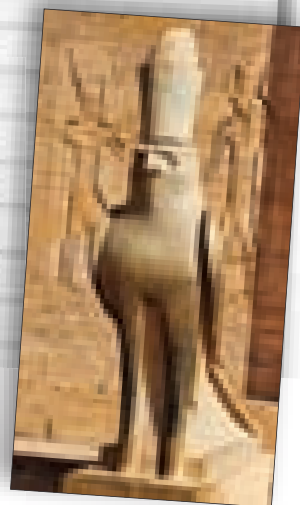
2 Plan your programme.

- Research the places you have chosen for your programme, using information from a library or the internet.
- Plan a route. Remember, the group needs to start and end their visit at the same place.
- Write a plan for the five-day programme. Each student in the group should write about one or two days. Follow this example.
- Add pictures to your programme.

Egypt today: a cultural visit

Day 1 Leave Luxor and drive south to Aswan, visiting Mo'alla, Edfu and Kom Ombo. Arrive in Aswan and check into hotel.

Day 2 Leave Aswan and...



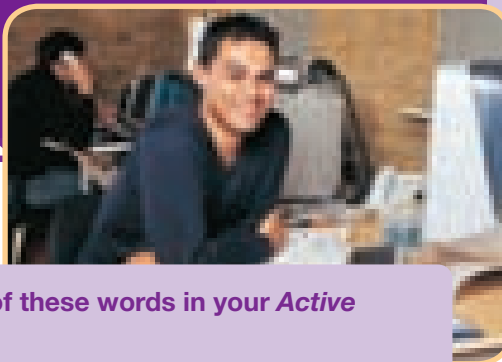
3 Present your programme to the rest of the class.

Describe each day of your programme and answer questions from other students.



16 Finding work

Listening



Objectives

Grammar Reported questions

Listening Listen to check predictions and for detail

Reading Read for gist and for detail

Critical thinking Appreciate what makes a successful job applicant

Functions Ask and answer personal questions

Writing Information in a CV

- 1 Check the meanings of these words in your *Active Study Dictionary*.

ambitious applicant conscientious CV
established pharmacy sociable well-organised

- 2 Work in pairs.

- a Your older cousin, who has a job interview next week, has asked you what questions you think he will be asked by the interviewer. Make a list of four possible questions. *1. Why do you want to work for us?*
- b Now listen to a job interview. How many of the questions that you wrote did the interviewer ask the applicant?

- 3 Listen again and complete these sentences with information from the listening text.

- a At Alexandria University, Mr Farag studied *biology and chemistry*.
- b Mr Farag passed his driving test
- c Mr Farag has been working for his uncle's company since
- d Mr Farag says he will be good at this job because he is
- e At the moment, Mr Farag lives in Nasr City with
- f The company will tell Mr Farag the result of the interview on

- 4 Discuss these questions in pairs.

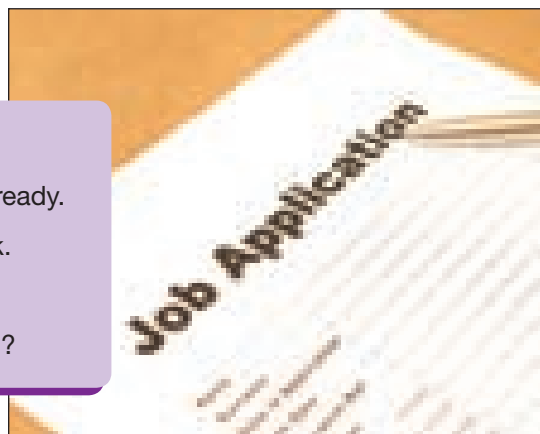
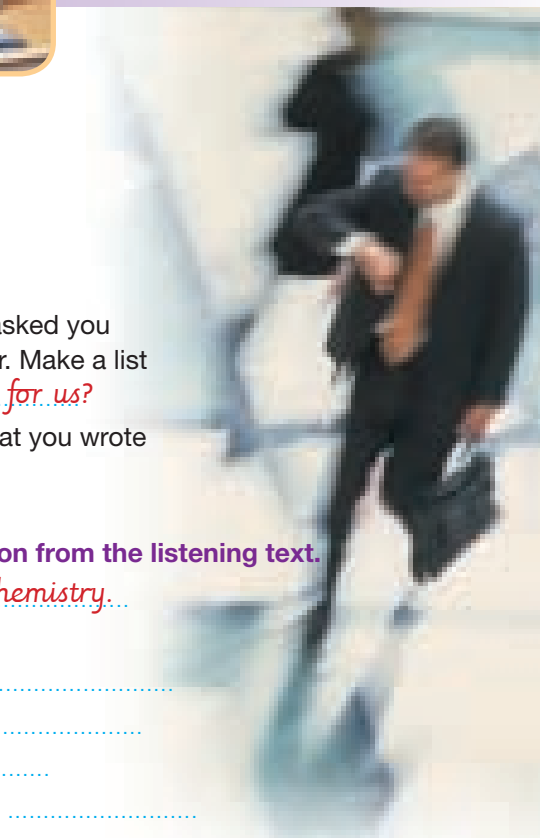
- a If an interviewer asked you what your good qualities were, what would you reply?
- b Would you be prepared to work in a job a long way from where you live? Why?/Why not?

- 5 The sounds of English

- a Match the phrases with the same rhythm.

- | | |
|--------------------------|--|
| 1 Please sit down. | a <input type="checkbox"/> That's right. |
| 2 Where are you going? | b <input type="checkbox"/> He's been here already. |
| 3 Goodbye. | c <input type="checkbox"/> He's gone to work. |
| 4 I'll see you tomorrow. | d <input checked="" type="checkbox"/> Don't be late. |
| 5 That's good to hear. | e <input type="checkbox"/> What is she doing? |

- b Now listen, check your answers and repeat what you hear.



- 1 Mr Farag is telling his friends what the interviewer asked him. Study these sentences, then do the following.

- 1 She asked me which university I **had been/went** to.
- 2 She wanted to know if I **have/had** a driving licence.
- 3 She asked what I **was/had been** doing since I left university.
- 4 She asked me whether my uncle **knows/knew** I was trying to find another job.
- 5 She asked me why I **wanted/had wanted** to work for their company.
- 6 She wanted to know how I **will/would** feel about working in another part of the country.

- a Choose the correct words.
- b Now listen and check your answers.

DON'T FORGET

Remember the following differences between direct and reported speech:

- verb tenses change, usually one tense back.
- some pronouns change.
- some time and place words or phrases change.

- 2 Write the sentences in Exercise 1 as direct questions in your notebook.

- 1 *Which university did you go / have you been to?*

- 3 Discuss the following in pairs.

- a How is the order of words different between Exercises 1 and 2?
- b How do the verbs change?
- c In reported *wh-* questions, which word follows the question word?
- d In reported Yes/No questions, what comes between the question phrases and the verb phrases?



- 4 Report these questions to another student.

- a Do you have a car?
She asked me if/whether I had a car.
- b Could you tell me how old are you?
.....
- c Where are you living at the moment?
.....
- d Do you get on well with other people?
.....
- e Why did you apply for this job?
.....
- f Are you well organised?

- 5 Imagine you are interviewing someone for a job.

- a Write down four questions.
1. What subjects are you studying?
- b Tell your partner the questions you would like to ask.

I'd ask her what subjects she was studying.



- 1 Check the meanings of these words in your *Active Study Dictionary*.

achievement fluent module
neighbourhood skill trainee

- 2 Read this CV quickly to find the answers to these questions.

- a When was Sadek Shalabi born?
He was born in 1985.
- b When did he graduate?
- c Which countries would he like to go to in the future?

- 3 Read the CV again. Are these sentences True or False? Correct the false ones.

- a Sadek Shalabi scored Excellent in his degree from Alexandria University.
False. He scored Very Good.
- b Sadek Shalabi finished his secondary school in 1998.
- c At the moment, Mr Shalabi is training to be an accountant.
- d When he was at university, Mr Shalabi won a prize for English.
- e Mr Shalabi works in a neighbourhood day-care centre every evening.
- f Mr Shalabi is fluent in three languages.
- g Mr Shalabi has visited Australia and Europe.

- 4 Check the meaning of these abbreviations that you may see on a CV in your *Active Study Dictionary*.

- a DOB *Date of birth*
- b IT
- c BA
- d PhD
- e BSc
- f MSc

SADEK SHALABI

Home address

El Tonsy St, Bahary,
Alexandria, Egypt

Contact Information

Phone: 102 03 48004
E-mail: sadek.shalabi@me.edu

DOB: 17/05/1985

Nationality: Egyptian

EDUCATION

2004–2008 University of Alexandria
BA Business Studies – Grade – Very Good
Special project: Future of the Nile Delta

2001–2004 English Secondary School, Alexandria
GSEC 96%

WORK EXPERIENCE

July 2009–present Trainee accountant, City Bank,
Cairo

ACHIEVEMENTS AND AWARDS

Academic

2008 – Prize for highest grade in finance module
2004 – Special award for English language

Sports: University Football Club – Captain of first team

Other activities: Charity work in home neighbourhood – in daycare centre for older people (two afternoons)

SKILLS

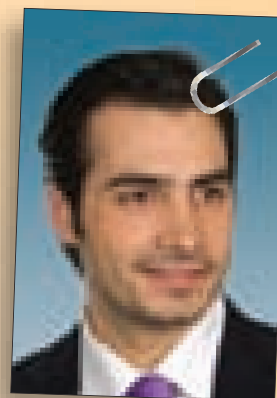
IT: Computing Grade 5
Experience in using Microsoft Office (Word and Excel)

Languages: Fluent in English
A little spoken Spanish and French

INTERESTS

Sports: Football, squash, athletics

Travel: I enjoy meeting people from other countries. I have travelled to Europe and Australia. My ambition is to visit the Far East (China and Japan).



- 5 Discuss these questions in pairs.

- a Which three pieces of information would suggest that Mr Shalabi was the best person for the job of Assistant Accountant in the company?
- b Is there any information in his CV which suggests that he would not be suitable?

1 Answer the following questions.

- a What was the subject of Mr Shalabi's special project at university?
It was The Future of the Nile Delta.
- b Where is Mr Shalabi training?
- c What sports does Mr Shalabi play?
- d What qualities do you think Mr Shalabi has which make him a good football captain?
- e Mr Shalabi works for a charity. What does this say about him?
- f How do you think Mr Shalabi became fluent in English?

2 Read this quotation and discuss the questions.

- a Which of these skills would you describe as 'hard' and which as 'personal'?

- being tall or strong
- having a driving licence
- being conscientious
- knowing more than one language
- being sociable

- b Why do you think employers look for both kinds of skills?

There are two kinds of skills that people applying for a job must have if they want employers to offer them a job. There are 'hard skills' such as a degree, and 'personal skills', like being a good leader and other qualities needed if you want to succeed in a particular career.



3 Discuss these questions in pairs.

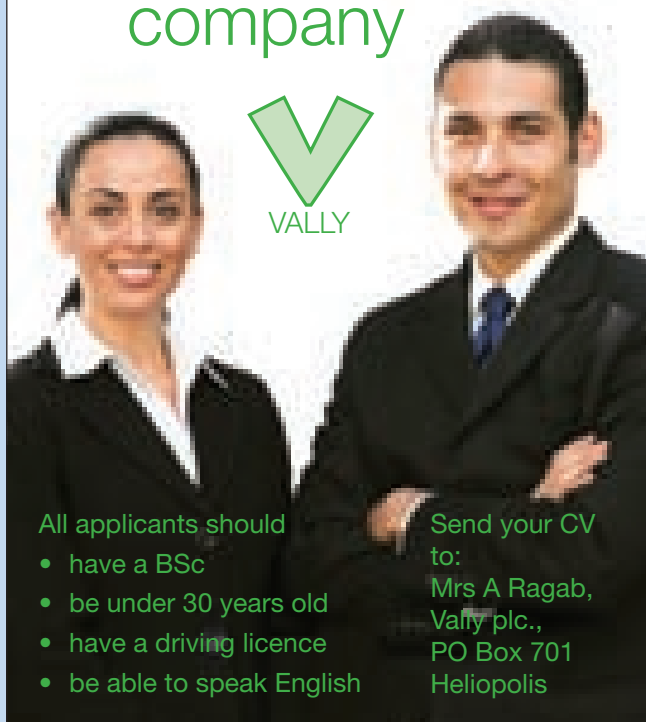
- a What kind of work do you hope to do when you finish your education?
- b What skills and qualities are needed to succeed in this kind of work?
- c Which of these skills and qualities do you need to develop?
- d How will you do this? Here are some ideas:

- attend special classes
- teach yourself by using books and information on the internet
- ask someone you know for help and advice

1 Read these two job advertisements and do the following.

- If you had the right qualifications, which job would you prefer to do?
- Compare your answer with another student.

Representative needed for Egyptian medical company



All applicants should

- have a BSc
- be under 30 years old
- have a driving licence
- be able to speak English

Send your CV
to:
Mrs A Ragab,
Vally plc.,
PO Box 701
Heliopolis

BIG COMP

We specialise in computers and computer programs.

We are now looking for a Customer Service Agent to deal with telephone calls and e-mails from customers.

The successful applicant must:

- have a university degree
- have first-class telephone skills
- have a qualification in computing
- be fluent in Arabic and English
- be polite and patient



Reply in writing to:
The Personnel Manager,
PO Box 653, Nasr City

2 Work in pairs.

- Plan to interview someone for one of the two jobs above.
- Now interview your partner. Use some of the phrases below.

- Do/Can you (speak English)?
- Have you passed...?
- What have you been doing...?
- Could you tell me why/what /when...?



17 Steinbeck: *The Pearl*

Listening



Objectives

Grammar Verb + object + *to* + infinitive

Listening Listen to check predictions and for detail

Reading Read for specific information and to guess the meaning of unknown words

Critical thinking Understand the effects of greed

Function Persuading

Writing A letter of persuasion

1 Before you hear about the life of John Steinbeck, discuss these questions in pairs.

- a Do you think Steinbeck came from a poor family?
- b When was he born and when did he die?
- c What do you think he wrote about?

2 Check the meanings of these words in your Active Study Dictionary.

celebrity civil servant correspondent
(economic) depression diver
force (v) pearl publicity

3 Listen to a talk about John Steinbeck and check your answers to Exercise 1.

4 Listen again and match to make sentences.

- a John Steinbeck's mother's ancestors were
- b John's mother supported her son in his ambition
- c Instead of finishing his degree, John
- d In 1939, Steinbeck won an important prize
- e Steinbeck was not interested
- f The title of the 1947 novel about a diver was

- 1 ☐ went to New York to become a writer.
- 2 ☐ in becoming a famous person.
- 3 ☐ to be a writer.
- 4 ☐ *The Pearl*.
- 5 ☒ from Ireland.
- 6 ☐ for his novel *The Grapes of Wrath*.

5 Discuss this question in pairs.

If you were famous, would you enjoy the publicity? Why?/Why not?

6 The sounds of English

- a Listen and underline the words that show how the person answering the questions stresses important information.
- b Now listen again and repeat what you hear.

- 1 No, he was American.
- 2 No, his mother's ancestors were Irish.
- 3 No, he went there after he went to university.
- 4 No, he wrote it in nineteen thirty-nine.
- 5 No, he hated it.



1 Study these sentences, then do the following.

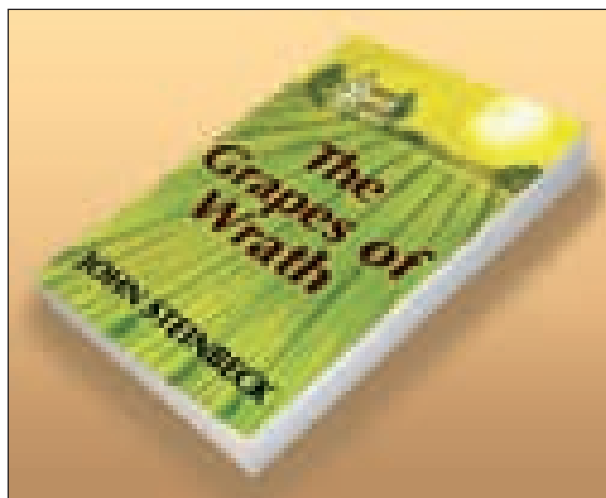
- 1 The programme presenter asked Dr Carter to talk about Steinbeck's early life.
- 2 Steinbeck's mother taught her son to read.
- 3 His mother also encouraged him to become a writer.
- 4 In *The Grapes of Wrath*, Steinbeck forced people to think about the problems of the country's poor.
- 5 Ahmed's parents warned him not to leave university without getting a degree.
- 6 The teacher wanted her students to read *The Pearl* before the next lesson.

- a Underline the verb + object + *to* + infinitive phrases in these sentences.
- b Where do we put the negative word?

2 Discuss these questions in pairs.

- a What is the difference in meaning between these sentences?
 - She wanted to be a writer.
 - She wanted **him** to be a writer.
- b Which two of these verbs are not followed by object + *to* + infinitive? Check in your *Active Study Dictionary*.

advise expect help invite order
say suggest take tell train



3 Report these sentences using the words in brackets.

- a "Phone me tomorrow, Tom," said John. (*tell*)
John told Tom to phone him the next day.
- b "Have dinner with us next week, Sara," said Hoda. (*invite*)
- c "You should work harder, Ahmed. That's my advice," said Mahmoud. (*advise*)
- d "Don't be late again, George," said the teacher. (*warn*)
- e "I have to do the shopping. Can you help me, Anna?" said Leila. (*ask*)

- 1 Check the meanings of these words in your *Active Study Dictionary*.

cave greed scorpion throw away

- 2 Now read the summary of *The Pearl* and answer these questions.

- a Why is Kino happy when he finds the pearl?
He is now a wealthy man.
- b Why do Kino and his family decide to go to another town?
- c Why does Kino throw the pearl into the sea at the end of the story?

- 3 Guess the meanings of these words from the story and check in your *Active Study Dictionary*.

stung treat merchant

- 4 Read the story again and put the sentences in the order they happened.

- a ☐ Merchants try to trick Kino.
- b ☐ The doctor does not treat Coyotito because they do not have enough money.
- c ☐ Kino hides in a cave with his family.
- d ☐ Kino finds an enormous pearl.
- e ☐ Kino and Juana throw the pearl into the sea.
- f ☒ 1 Kino's son is stung by a scorpion.
- g ☐ The doctor is happy to treat Coyotito.
- h ☐ Thieves kill Coyotito by mistake.

- 5 Discuss these questions in pairs.

- a What does *The Pearl* tell us about greed?
- b Which people are greedy in the story?

The Pearl: A story of greed



Kino, a Mexican pearl diver, and his wife Juana live a happy life until, one morning, their son Coyotito is **stung** by a **scorpion**. They take him to the local doctor, but he will not **treat** the boy because the family is too poor to pay. Juana treats the boy herself. That same day, Kino goes diving and finds an enormous pearl, which means he is now a wealthy man. However, when other people hear about the pearl, they plan to steal it.

When the doctor hears about Kino's pearl, he offers to treat Coyotito, even though Juana's treatment has already cured him. That night, someone tries to steal the pearl, so the next day Kino goes into town to sell it. The **merchants** say the pearl is not very valuable because it is too big. Kino knows this is a trick and so he decides to go to another town to sell the pearl.

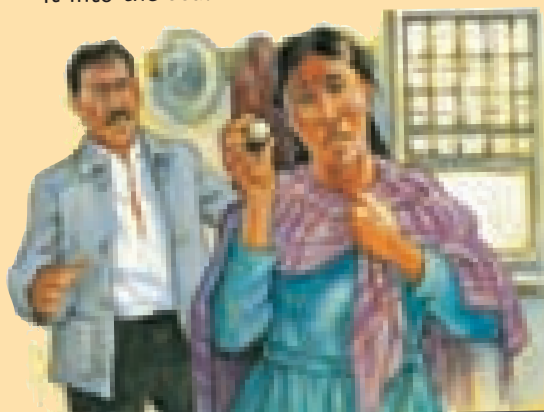
Juana tries to persuade Kino to **throw** it **away** because she believes it is evil and fears that it will destroy the family, but



Kino refuses. He wants it to pay for his son's education.

On their way to the other town, the family are followed by thieves who want the pearl. Juana and Coyotito hide in a mountain **cave**, but Coyotito cries out. When the thieves hear this noise, they fire their guns at what they think is a wild animal. Kino attacks the thieves, but by now it is too late – Coyotito is dead.

Deciding that the pearl is evil, Kino and Juana return to their home town and throw it into the sea.



1 Answer the following questions.

- What is Kino's job? *He is a pearl diver.*
- Why does Coyotito need a doctor?
.....
- Where do Juana and her son hide on their journey to another town?
- Why do you think Juana wants Kino to throw the pearl away?
- Why do you think Kino wants to pay for his son's education?
- Why do you think Coyotito cries out when he is in the cave with Juana?

2 Read the following and answer the questions.

Juana told Kino that she thought the pearl was dangerous and asked him to throw it away. Kino disagreed. He told his wife that he wanted to send their son to school and give him a better life. This was their only chance to escape from their situation.

- In what way is the pearl dangerous?
- What does Kino mean when he says it is *their only chance*?
- What does he mean by their *situation*?

3 Discuss this question in pairs.

What do you think is the message of this story? Discuss each of these ideas and then choose which you think fits the story best.

- It is better to be poor than to be rich.
- You should not try to improve your life.
- Being wealthy does not always solve people's problems.

1 Listen to three short conversations and do the following.

- a What is the speaker in each conversation trying to persuade the other person to do?

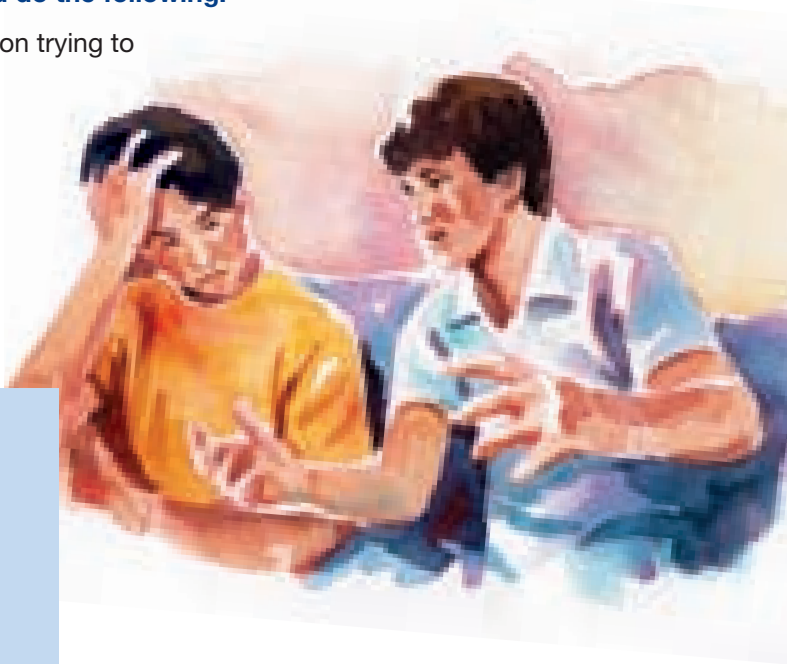
1 *Get more sleep*

2

3

- b Listen again and tick the expressions that you hear.

- ☐ Are you sure you can't...?
- ☐ Can't I persuade you to...?
- ☒ I really think you should...
- ☐ Why don't you...?
- ☐ Please...
- ☐ Surely the best thing to do is to...



2 Read the situation and discuss in groups of three.

- a Plan how you are going to persuade the other people in your group to spend the money on your idea.

Student A You have three younger brothers and sisters under the age of ten. You would like the money to be spent on things for young children, for example, a public playground.

Student B You like living in your neighbourhood, but you think people's homes need to be improved. You would like the money to be spent on repairs and decoration.

Student C You are learning to drive and you would like the money spent on improving the roads.

Situation

Your neighbourhood has been given a large amount of money. You have the job of deciding the best way to spend this money. You all have different ideas, but you must agree in order to get the money.

- b Take turns to tell your group how you think the money should be spent. Each student should speak for one minute to start with.
- c When each student has spoken, have a general discussion. You should try to agree on how the money should be spent. Use some of the language from Exercise 1.



UNIT 18 Lifelong learning

Listening

Objectives

Grammar Modal verbs

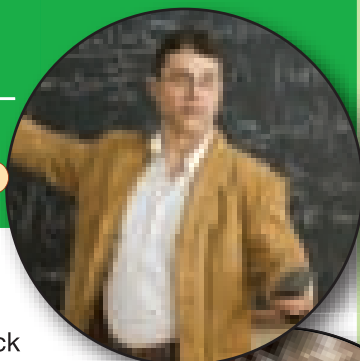
Listening Listen for detail

Reading Read for specific information and to understand references

Critical thinking Appreciate the importance of lifelong education

Function Ask and answer interview questions

Writing An article about how to improve your work skills



1 Discuss this question in pairs.

Why do some people decide to go back to college or university when they are adults? Think of two or three reasons.

2 Check the meanings of these words in your *Active Study Dictionary*.

enrol ideal mature retrain
rewarding similar worthwhile

3 Listen to three people talking about education courses and answer these questions.

- How old is each of the speakers? *Speaker one is 51.*
- What are they studying or hoping to study?
- Why did they decide to study again?

4 Listen again and complete these sentences with information from the listening text.

- Although the first speaker had sent his CV to many companies, *he didn't get any interviews.*
- He is training to be a teacher at
- He thinks he will enjoy teaching, although
- Instead of going to university, the second speaker
- The main reason she can study now is that
- She is probably going to study languages at university, but she would really prefer
- For the first two years after he retired, the third speaker
- He has chosen to study at the Open University because

5 Discuss this question in pairs.

Why is it important for people to continue learning after they have left school or university?

6 The sounds of English

- Read the following. What do you notice about the pronunciation and meaning of the word *present*?

- A birthday **present**. (*noun*)
- They are going to **present** him with an award. (*verb*)

- Listen and underline the part of these words which is stressed.

- | | |
|--------------------------------|-------------------------|
| 1 <u>increase</u> (<i>v</i>) | 2 object (<i>n</i>) |
| 3 refuse (<i>v</i>) | 4 increase (<i>n</i>) |
| 5 produce (<i>v</i>) | 6 refuse (<i>n</i>) |
| 7 object (<i>v</i>) | 8 produce (<i>n</i>) |

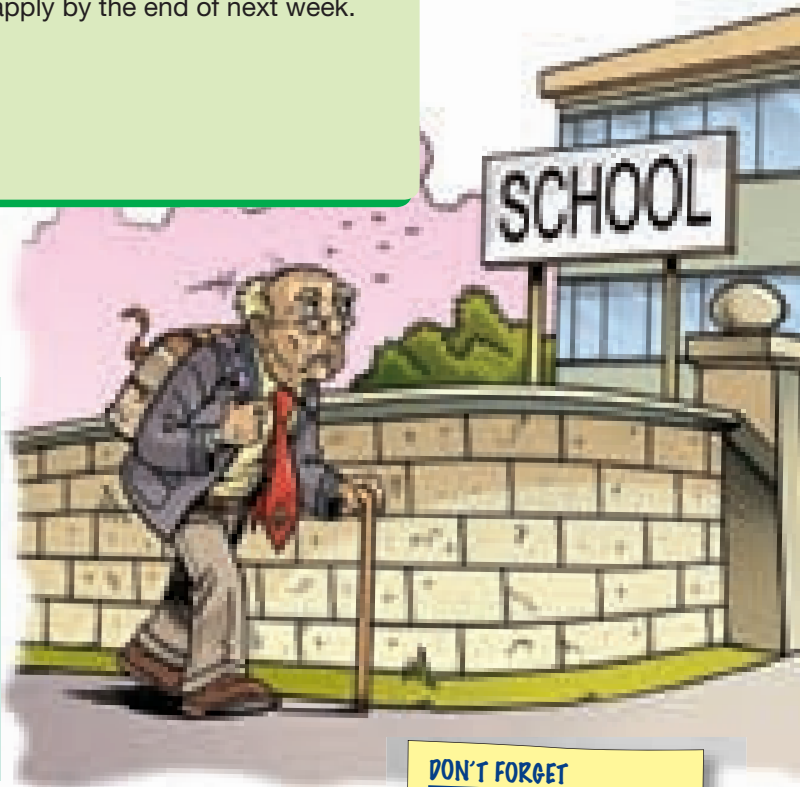
- Listen again and repeat the sentences.
- Use your *Active Study Dictionary* to check the meanings of any of the words you do not understand.

1 Underline the modal verb phrases in these sentences from the listening text.

- 1 He said I should try a different kind of job.
- 2 I found a course at my local college where I could train as a teacher.
- 3 I might study languages.
- 4 If I want to start this year, I have to apply by the end of next week.
- 5 I needed to be busy again.
- 6 I can study at home when I want to.
- 7 I can't spend all my life studying.

2 Match each sentence from Exercise 1 with one of the following meanings.

- | | | |
|---|---------------------------------------|----------------------------|
| a | <input checked="" type="checkbox"/> 3 | I haven't decided yet |
| b | <input type="checkbox"/> | I have no choice |
| c | <input type="checkbox"/> | Advice from a friend |
| d | <input type="checkbox"/> | It was possible/I was able |
| e | <input type="checkbox"/> | This is a possibility |
| f | <input type="checkbox"/> | This is impossible |
| g | <input type="checkbox"/> | This was necessary |



3 What is the difference in meanings between these sentences?

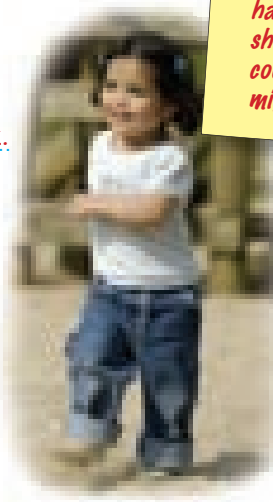
- | | |
|-----------------------------------|-----------------------------------|
| a You must go and see the doctor. | You should go and see the doctor. |
| b I might go swimming tomorrow. | I can go swimming tomorrow. |
| c They have to work late tonight. | They need to work late tonight. |

4 Complete these sentences with your own ideas.

- a By the age of two, most children can walk and talk.
- b At the weekend, I might
- c My parents say I must always
- d Before tomorrow, I need to
- e If you don't feel well, you should
- f At my school, we have to

DON'T FORGET

- **Need and have** (as modals) are always followed by **to**. Like **can**, they also have past tense forms: **could, needed to, had to**.
- To use the other modals in the past, add **have + past participle**: **should have tried, could have trained, might have studied**.



- 1 Check the meanings of these words in your *Active Study Dictionary*.

department promotion provide qualified

- 2 As you read this article, answer this question.

Why have Tarek and Nahla started studying again?

- 3 Read the article again and choose the correct answer from a, b, c or d.

- 1 In the past, students believed that they would...
 - a be able to retire early.
 - b not need to change jobs.**
 - c have two or three jobs.
 - d have to retrain.
- 2 Tarek is studying because...
 - a he enjoys studying.
 - b he wants a better job.
 - c he is going to lose his job.
 - d his company is paying.
- 3 Nahla is studying because she...
 - a did not go to university when she was younger.
 - b wants to help her children with their studies.
 - c needs a qualification for her job.
 - d wants to get a higher degree.
- 4 Nahla chose a distance learning course...
 - a so she can study without leaving home.
 - b because she lives in Damietta.
 - c because it is not expensive.
 - d because she prefers using the internet.

- 4 What do these words and phrases in bold from the article refer to?

- a **This** means they will probably need new skills.
The fact that students will probably have to change jobs.
- b In today's world, lifelong learning helps them to get **these**.
- c It provides courses for **its** employees.
- d He knows **it** is worthwhile.

- 5 Guess the meaning of these words from the article.

employer (n) employee (n) employable (adj)

Thirty years ago, most university students believed that when they graduated, their education had finished. They expected to get a job and work for one **employer** until they retired. Now students know they will probably have to change jobs during their working lives. This means they will probably need new skills, and in today's world, lifelong learning helps them to get these.

To remain **employable**, individuals must be good at the jobs they are doing and predict what skills they may need in the future. Tarek, who works in the finance **department** of a large company in Assiut, knows that to get a **promotion** he must improve his computer skills. His company needs highly **qualified** staff, so it **provides** courses for its **employees**, but Tarek is also doing an evening course. Doing his job and studying is hard work, but he knows it is worthwhile.

Nahla Zoheri lives in Damietta and has young children. She has a BSc in Information Technology and would like to return to work when her children are older. She hopes to get a Master's degree, but the nearest university with a suitable course is in Cairo. Nahla cannot leave her family, so she wants to study by 'distance learning'. This is when students and teachers are in different places.

Nahla has now enrolled on an MSc course and is very happy. All the information she needs is on the internet and her teachers communicate with her by e-mail. In two years' time, Nahla hopes to get her Master's degree after studying in her own home and without leaving her family.

DON'T FORGET

You know the verb **employ** means to 'pay someone to work for you'. Think about word endings that you know - this will help you work out the meaning of other words from the same family.

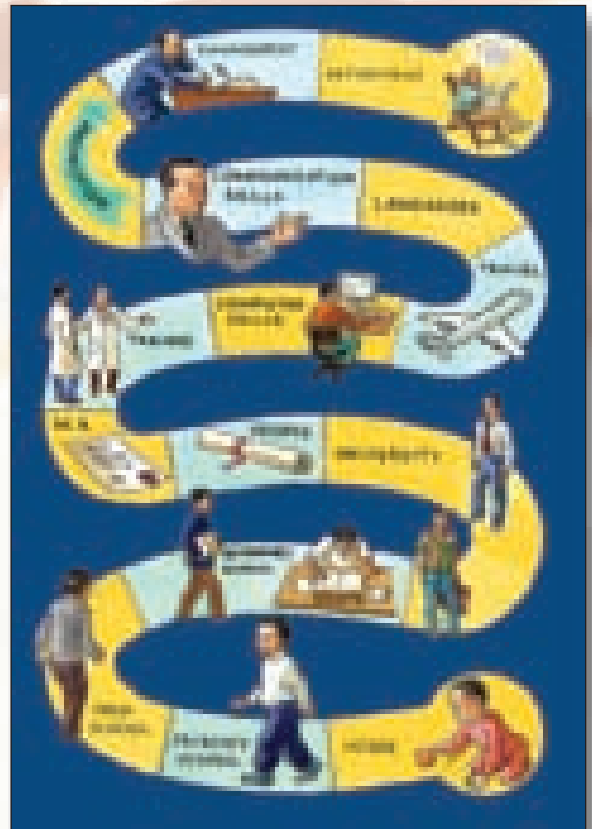
1 Answer the following questions.

- a Where does Tarek work? *He works in the finance department of a large company in Assiut.*
- b What qualification does Nahla Zoheri already have?
- c What qualification does she want to get in the future?
- d Why do you think people need to learn new skills during their working lives?
- e Why do you think that people like Tarek need to improve their computer skills?
- f Why do you think Nahla cannot be a student in Cairo?

2 Read this quotation from the article and discuss the questions.

Thirty years ago, most university students believed that when they graduated, their education had finished. They expected to get a job and work for one employer until they retired. Now students know they will probably have to change jobs during their working lives. This means they will probably need new skills, and in today's world, lifelong learning helps them to get these.

- a Being a doctor is a job which people usually do until they retire. Can you think of any other jobs or professions like this?
- b What do you think will happen to people who do not or cannot learn new skills?
- c Do you think everyone who works should go back to education regularly to learn new skills, for example, every ten years during their working lives? Give reasons for your answer.



3 Read these statements about the idea of lifelong education.

- a Do you agree or disagree with these statements? Use 1-5. (5 = very strongly agree, 1 = very strongly disagree)
- b Now compare your ideas with another student. Discuss any of the statements you disagree about.

- ☐ The organisation I work for should retrain me if I need new skills.
- ☐ I should be able to return to full-time education once during my working life.
- ☐ If I have a good university education, I should never need new skills.
- ☐ Education is important, whether it helps people to get a good job or not.

1 Read and complete this conversation between someone who wants to learn new skills and an educational adviser.

A How can I **a** *help* you?

B I need to **b** my computer skills.

A Do you have a job at the moment?

B Yes, but I don't earn much money. That's **c** I need to improve my skills.

A I see. What qualifications do you have already?

B I have a BSc in IT, but the **d** is I graduated over ten years ago.

A Have you **e** about doing a distance-learning course?

B Yes, I have, but I'd **f** to be in a class with other students.

A Then perhaps you **g** try an evening course at a local college.

B That's a good **h** Thank you.

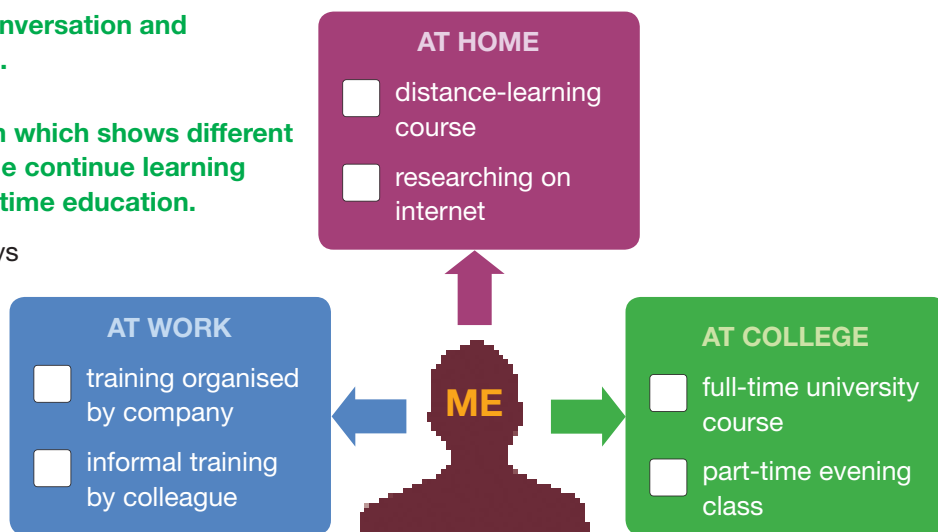


2 Now listen to the conversation and check your answers.

3 Look at this diagram which shows different ways in which people continue learning after they finish full-time education.

a Tick any of the ways which you think would help you in the future.

b Compare your choices with a partner.



4 Choose one of these roles and prepare an interview.

Student A Your job is to ask people about their situation and then advise on the education programme which is best for them.

Student B You have decided to learn new skills, but you have not made up your mind about the best way to do this.

a Have the interview. Student A should interview Student B and should try to help him/her make a decision. Try to use some of the language from Exercise 1.

b Change places. This time Student B interviews Student A.



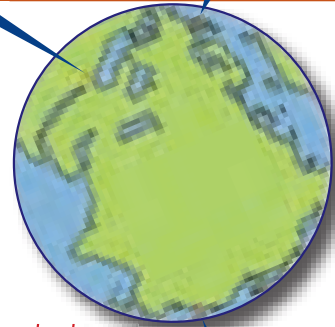
Distance learning in Egypt

Using the internet or a library, find out where people can study by distance learning in Egypt. Find a course that might be suitable for a person you know.

Review

F

Listening



1 Discuss this question in pairs.

If you worked for an international company with offices in cities all over the world, where would you choose to live and work? How might this city be different from an Egyptian city?

2 Listen to a talk about people who work for an international company and answer these questions.

- a What is the time difference between London and Hong Kong? *Eight hours*
- b What is the time difference between London and Cairo?
- c What does Farouk ask his Chinese colleague to do?

3 Listen again and choose the correct answer from a, b, c or d.

- 1 The company Farouk works for is...
 - a a national bank.
 - b an international bank.
 - c a bank in Alexandria.
 - d a computer company.
- 2 What does Farouk do before he leaves work every evening?
 - a He e-mails the office in Cairo.
 - b He phones the Hong Kong office.
 - c He phones his mother in Alexandria.
 - d He e-mails the Hong Kong office.
- 3 What is the subject of the report Farouk asks Wen Li to write?
 - a international banking
 - b bank staff in the Hong Kong office
 - c investments in China
 - d the Chinese economy
- 4 What does Wen Li do after she sends the report to Farouk?
 - a She continues with the rest of her work.
 - b She goes home.
 - c She phones Farouk to discuss the report.
 - d She has her lunch break.
- 5 What does Farouk do as soon as he has read Wen Li's report?
 - a He usually makes some changes to the report.
 - b He completely rewrites it.
 - c He sends it to a colleague in the Cairo office.
 - d He asks Wen Li to rewrite it.



4 Discuss these questions in pairs.

- a Would you like to do Farouk's job? Why?/Why not?
- b Why do you think Farouk and Wen Li communicate by e-mail rather than by telephone?

5 The sounds of English

- a Read these answers, listen and underline the stressed word or words in each sentence.
- b Listen again, check and repeat the answers.

- 1 I think it's tomorrow.
- 2 No, he said he was French.
- 3 Yes, so don't be late!
- 4 It's a present. It's for you.
- 5 I thought you liked him.

DON'T FORGET

The **stressed word** in a sentence may depend on the information that the speaker thinks is **most important**.

1 Report this conversation.

Ali Hi, Hesham. Did you receive my e-mail?

a *Ali asked Hesham if he had received his e-mail.*

Hesham Hi, Ali. Yes, it's just arrived. I'm reading it now.

b

Ali Do you agree with my suggestions?

c

Hesham I can't tell you until I've finished reading it.

d

Ali I'll phone you tomorrow and we can discuss it then.

e



2 Rewrite the following sentences to give the same meaning.

a Leila's mother didn't go to university, but she hopes her daughter will.

Leila's mother wants *her daughter to go to university.*

b Leila works hard at school and her mother always encourages this.

Leila's mother

c Leila can't read very quickly, so her mother is teaching her how.

Leila's mother is

d Sometimes Leila can't understand her homework, so her mother helps her.

Sometimes Leila's mother helps

e If Leila doesn't understand something, she asks and her mother explains it.

Leila asks



3 Complete the conversation with the correct modal verb.

can't could ~~have to~~ might must

Emad Where are you going for your holiday this year?

Taha We haven't decided yet. Before we go anywhere, we **a** *have to* get new passports. We **b** go to China.

Emad If you go to China, you **c** visit the Great Wall. It's fantastic!

Taha Have you been there?

Emad Yes, we went two years ago – and we **d** wait to go again!

Taha Were the people friendly?

Emad Yes, very friendly and some of them **e** speak English.



1 Read this article about long distance learning quickly and find what these numbers refer to.

- a 1971 *The year the Open University started.*
- b 200,000
- c 25–44
- d 94
- e 25,000

2 Are these sentences *True* or *False*? Correct the false ones.

- a People who work cannot continue their studies.
False. They can continue through distance learning.
- b Distance learning students can study using books and computers.
- c Distance learning students do not need to take exams.
- d You cannot take a distance learning degree if you are under 20.
- e Companies often pay for their employers' courses.

3 Read the article again and complete the sentences with information from the article.

- a Long distance learning students study online or by using *books, CDs and DVDs.*
- b If a student on a long distance learning course wants advice, he or she can
- c Long distance learning students can meet each other at summer schools or on
- d More than three million students have followed Open University courses since it
- e Students from other countries can also

4 Complete the sentences with the correct prepositions.

by ~~for~~ through to

- a You can study *for* a higher degree at the OU.
- b Many older people choose to continue their studies long distance learning.
- c Books, CDs and DVDs are sent a university.
- d First degree courses are open everyone.

Distance learning

When people cannot leave their jobs or families to study at a university, they may choose to continue their studies through long distance learning. This means they can study online and at home using books, CDs and DVDs that are sent by a university. There are also teachers that can be contacted for advice by phone or e-mail. Some courses include summer schools and study days, usually at weekends, when students can travel to a study centre near to where they live. Students are tested on work they do during the course and they also have to take formal exams.

The British Open University, better known as the OU, was the first university to provide degrees through distance learning. The first students started their courses in 1971, and since then it has had more than three million students. It is now Britain's largest university with nearly 200,000 students. First degree courses, like BA or BSc courses, are open to everyone. For this reason, the OU attracts many mature students who did not have the chance to go to university when they were younger. It is also possible to study for a higher degree, like an MSc. A small number of OU students are under 20 years old, but most are between the ages of 25 and 44. The oldest graduate was a man of 94.

As well as providing courses for British students, OU courses are available to students in other parts of the world. About 25,000 students live outside Britain. Most students are in full-time work and many have their courses paid for by their employers. Many companies are happy to pay for such courses because they know they will have better employees as a result.

1 Match to make phrases from the article.**a** educational**b** mature**c** to receive**d** to study**e** formal**f** summer**g** full-time**1** ☐ work**2** ☐ online**3** **a** ☐ qualifications**4** ☐ school**5** ☐ students**6** ☐ test**7** ☐ a degree**2 Discuss this question in pairs.**

Would you like to do an Open University course? Why?/Why not?



Critical thinking

1 Answer the following questions.

a Why do you think long distance learning courses are so popular?

Because anyone can enrol, even people who are working or have families.

b Why do you think there are so many mature students on long distance learning courses?

c What do people usually call the Open University?

d Which three university degrees are referred to in the article?

e Why do you think long distance learning study days are usually at weekends?

f Why do employers pay for some of their employees to study?

2 Read this quotation and discuss the questions.

a Do you think this person is a man or a woman?

Give your reasons.

b How do you think the long distance learning experience has changed his/her life?

c Why do you think this person wants to do a higher degree in a year or two?

I began my long distance studies when my children started school. I graduated in 2008 with a BA in English language. Since then, I have qualified as a journalist for an English language newspaper and I am thinking of doing a higher degree in a year or two. Long distance learning has changed my life. The experience has made me realise that I am a good writer, even in another language.

3 Discuss these questions in pairs.

a Instead of going to university after leaving school, some young people first spend a year or more working or travelling to different countries. Why do you think they do this? Do you think it is a good idea? Why/Why not?

b Do you think that some people benefit more from a university course when they are more mature? Why/Why not?

Project 6 A study weekend

Situation

You have been asked to plan a programme for a study weekend for students of your age. The two-day programme should include a variety of subjects and activities. You can include subjects and activities which are not done at your school. Each subject or activity should last a morning or an afternoon.

1 Read the situation. In pairs, plan what subjects and activities to include in the programme.

- a** Make a list of ten subjects or activities. Then go round the class, asking other students to choose two subjects and two activities from this list that they would like to do. Examples ↓

Subject/Activity	Names of interested students
Subjects	
• Modern poetry	
• Ancient history	
•	
Activities	
• Painting	
• Sculpture	
•	

- b** Look at the four most popular subjects and activities from your list and discuss in pairs what could be included in each subject or activity. Make notes. Example ➡

Modern poetry

- Invite a modern Egyptian poet to read and talk about his/her work.
- Copy some of the poems on to posters to put on the wall.
- Organise discussion groups. Students discuss poems with the poet.
- Write your own short poem.

Two-day study programme

At (place)

From to (times)

Date

Programme

Day 1 Morning: Modern poetry

Come and hear
(poet's name), discuss the poems
and write your own poem.

Day 1 Afternoon:

2 Discuss the following questions to plan the two-day programme.

- a** Where will the study days take place?
b Who will the teachers be?
c What are the starting and finishing times?

3 Make a poster about your study programme.

Give clear information about your study programme. Include the information you have agreed on. Example ➡

4 Present your poster to the rest of the class.

- a** Put your programme on the classroom wall.
b Read all the programmes and choose the programme you would like to follow (you cannot choose your own programme).
c Which is the most popular programme?

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UNIT 1 Future forms

will + infinitive

I think the match **will be** very exciting.

I **will not (won't)** see you until the weekend.

NOTE

See p.126 for the use of **will** in conditional sentences.

We usually use will + infinitive without to for:

- predictions. *I'll probably **be** away for a week.*
- future facts. *I'll **be** 16 next week.*
- quick decisions. *That's the phone – I'll **answer** it.*
- offers. *I'll **go** shopping with you if you like.*

going to + infinitive

I **am (I'm)** going to watch the TV news before I go to bed.

He **isn't going to visit** his uncle until Saturday.

Watch out! The baby **is going to fall**.

We usually use going to + infinitive for:

- plans, intentions and decisions. *My sister **is going to apply** for a place at medical school.*
- predictions with present reality or evidence. *I just read the weather report. It's **going to be** sunny.*

Present continuous

She **is (She's)** flying to India in the summer.

I **am (I'm)** not doing anything tomorrow.

We usually use the present continuous for:

- arrangements. *Tomorrow, **we're visiting** friends.*

Present simple

The course **starts** in October.

This lesson **doesn't finish** until 2.30.

We usually use the present simple for:

- events on a timetable. *My plane **leaves** at 7.30 in the morning.*

Common errors

Correct	Wrong	Notes
When I get home, I'm going to watch the news on TV.	When I get home, I'm watching the news on TV.	We plan or intend to watch television – we do not usually arrange to watch it.
I can't see you tomorrow. We're visiting relatives.	I can't see you tomorrow. We'll visit relatives.	We do not usually predict visits. We arrange them.

UNIT 2 Subject-verb agreement: special cases

Countable uses of nouns

Nouns in countable uses can be singular or plural

- He went to **a school** in Cairo. There are **hundreds of schools** in Cairo.
- The Prisoner of Zenda is **a novel**. I read **three novels** last week.

In countable uses, singular nouns can be used with these words.

a/an	I've just seen a train/an accident .
the	Where's the book I lent you?
one	There are 60 seconds in one minute .

In countable uses, plural nouns can be used with these words and phrases.

any	Were there any mistakes in your homework?
some	Some children are having a picnic in the park.
many	There aren't many cars on the road this morning.
How many?	How many students are there in your class?
the	The apples were in my shopping bag.
two, three etc.	There are six CDs and four DVDs on the table.

Uncountable uses of nouns

Nouns in uncountable uses cannot be made plural, used with *a/an* or with a number.

Could I have a glass of water , please?
It isn't a good idea to borrow money .

In uncountable uses, nouns can be used with the following words and phrases.

the	The water in the river is very clean.
any	Have we got any bread ?
some	We have some bread , but we don't have any butter .
much	We don't have much time left.
How much?	How much food do we need for ten people?

NOTE

Police and people (plural of *persons*) always take plural verbs.
Other group nouns that can take singular or plural verbs include *army, company, couple, crew, crowd, gang, group, navy, population, staff, university*.

Nouns and noun phrases which refer to groups

Most nouns which refer to groups can be used with singular or plural verbs.

- When we think of the group as a whole, we use a singular verb.
*The Egyptian team **is** going to play in the finals.*
- When we think of the members of the group, we use a plural verb.
*The Egyptian team **are** going to play in the finals.*

Nouns which look plural

Quantities and amounts look plural but are used with singular verbs.

- Ten million pounds **is** a lot of money.
- Fifty litres of petrol **fills** my car.
- Five kilometres **is** a long way to walk if you're carrying a heavy bag.

Some nouns ending in -s are always used with singular verbs.

- Sports and school subjects:
***Athletics is** my favourite sport.*
***Politics was** my best subject at university.*
- Other nouns like these include *gymnastics, mathematics, maths, news*.

Common errors

Correct	Wrong	Notes
This information comes from an internet website.	These informations come from an internet website.	<i>Information</i> is an uncountable noun and has no plural form.
The main evening news is on Channel 1 at nine o'clock.	The main evening news are on Channel 1 at nine o'clock.	<i>News</i> looks like a plural noun, but is always used with a singular verb.
Forty minutes was a long time to wait for the bus.	Forty minutes were a long time to wait for the bus.	Phrases like <i>forty minutes</i> are treated as singular noun phrases.

UNIT 3 Present simple: active and passive

Present simple active

- We **use** petrol in our cars.
- The sun **rises** in the east.

Present simple passive

The present simple passive is formed with **am/is/are** + past participle of the main verb.

- Trees **are** sometimes **blown down** in the night.
- His house **is heated** by the sun.

We can say who or what does the action of a passive verb by adding **by** + the agent.

- Trees are sometimes blown down **by the wind**.

Intransitive verbs (those without an object) cannot be used in the passive form. They cannot be followed by an agent.

- Heat and light **come** from the sun.
- A strange thing **happened** yesterday.

We use the passive:

- to emphasise a particular word or idea, often the main subject of the sentence.
*Water **is brought** to people's houses in large plastic bottles.*
(The important thing is *water*, not the person who brings the water.)

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- when the person who does the action is not important or is unknown.
*Our post **is delivered** every morning at about nine o'clock.*
(We know that postmen deliver post.)
*The food **is prepared** in that restaurant.*
(We do not need to know who prepares it.)

NOTE

There are more notes on passive verbs below and on p.133.

UNIT 4 Past tenses: active and passive

Past simple

Use the past simple for:

- an action that started and finished in the past.
*At the age of seven, my parents **took** me to Jordan. (active)*
*At the age of seven, I **was taken** to Jordan by my parents. (passive)*

NOTE

There are more notes on passive verbs above and on p.133.

Past continuous

Use the past continuous for:

- an activity which happened for a length of time in the past.
*Somebody phoned me while I **was cooking** the dinner. (active)*
*Somebody phoned me while the dinner **was being cooked**. (passive)*
- continuous past actions happening at the same time.
*While my mother **was making** the dinner, I **was looking after** my baby sister. (active)*
*While the dinner **was being made**, my baby sister **was being looked after**. (passive)*

Past perfect

Use the past perfect for:

- past actions that happened before other past actions (see also pp.129-130).
*As soon as he **had taken** the photograph, he **showed** it to his friend. (active)*
*As soon as the photograph **had been taken**, it **was shown** to his friend. (passive)*

Present perfect

Use the present perfect for:

- actions which started in the past and still continue, or which have results in the present.
*Something is wrong with his car, so he **has taken** it to the garage. (active)*
*Something is wrong with his car, so it **has been taken** to the garage. (passive)*

NOTE

The present perfect is also used to talk about experiences in general:
She has worked in that school.
I've never played squash.

Common error

Correct	Wrong	Notes
I saw him yesterday.	I have seen him yesterday.	We use the past simple, not the present perfect, to refer to a past event when we refer to a specific time in the past.

used to + infinitive

Use **used to** + infinitive to:

- contrast past and present habits and situations.
*I **used to drive** very slowly. (I drive faster now.)*
*He **didn't use to need** much sleep. (He does now.)*

Common error

Correct	Wrong	Notes
Did you use to play with dolls?	Did you used to play with dolls?	With questions and negatives, remove the <i>d</i> : use to , not used to .

UNIT 5 Passive verbs: past and present

Passive constructions starting with *It...*

- In formal English, it is common to start sentences with *It* + passive verb instead of the more informal *I know*, *We believe*, etc.

Passive expressions	Less formal active expressions
It is reported that food prices increased by ten percent last year.	Journalists report that food prices increased by ten percent last year.
It is believed that he has recovered from his illness.	We believe that he has recovered from his illness.
It is known that the accident happened at three o'clock in the morning.	We know that the accident happened at three o'clock in the morning.
It is feared that there are no survivors of the crash.	We fear that there are no survivors of the crash.

Other reporting verbs commonly used with *It*:

think	It is thought that...
predict	It is predicted that...
say	It is said that...
agree	It is agreed that...
hope	It is hoped that...

NOTE

There are more notes on passive verbs on pp.123–124 and p.133.

UNIT 6 Zero and first conditionals

Zero conditional

If + present simple + present simple:

- If you **water** plants, they **grow**.
- You **read** more quickly if you **find** a book interesting.

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Use the zero conditional:

- to refer to things which are generally true. The word *if* means the same as *when*.
If you **heat** ice, it **melts**.

First conditional

If + present simple + *will* + infinitive:

- If it **rains**, we'll **get** wet.
- We'll **see** the whole match if we **leave** now.

Use the first conditional:

- to refer to future possibilities.
If she **works** hard, she **will pass** the test.

Common error

Correct	Wrong	Notes
If it rains , we'll get wet.	If it will rain , we'll get wet.	In first conditional sentences, the present simple (not <i>will</i> + infinitive) is used in the <i>if</i> clause.

NOTE

Details on second and third conditional sentences are on p.128.

NOTE

In conditional sentences, the *if*-clause can be the first or second part of the sentence. If the *if*-clause is first, it is followed by a comma.

UNIT 7 Modal verbs *must have*, *can't have*, *might have*

must have + past participle

Use *must have* when we have a good reason for thinking something in the past is true.

- Passing his driving test **must have made** Ahmed very happy.
- My father **must have walked** to work this morning. (Reason: His car is still in the garage.)

can't have + past participle

Use *can't have* when we have a good reason for thinking something in the past is not true.

- Ali was not at the meeting. He **can't have read** my e-mail. (Reason: The e-mail asked him to come to the meeting.)
- You **can't have finished** that book already. (Reason: You bought it only yesterday and it is very long.)

might have + past participle

Use *might have* when there is a possible reason for thinking something in the past is true.

- Going by car **might have taken** longer than going by train. (But it might not.)
- He **might have rung** yesterday evening. (It is possible, but I am not sure.)

NOTE

See p.135 for more on modal verbs.

Common error

Correct	Wrong	Notes
You can't have finished that book already.	You mustn't have finished that book already.	The opposite of <i>must have</i> is <i>can't have</i> (not <i>mustn't have</i>).
He might have rung yesterday evening. I'm not sure.	He can have rung yesterday evening. I'm not sure.	When we are not sure if something was true or not, we use <i>might have</i> or <i>could have</i> , not <i>can have</i> .

UNIT 8 Reported speech

Reported statements and questions

- When direct speech is reported, we usually change verb tenses and pronouns. (See p.133 for notes on reported questions.)
- When something is still true at the time of reporting, we can keep the verb in the present or change it to the past.

Direct statement	Reported statement
"It's a busy day," he said.	He said it was a busy day.
"I'm two metres tall," he said.	He said he is/was two metres tall.
"I won't see anyone until I've finished," she said.	She said she wouldn't see anyone until she'd finished.
"I'm taking my brother to the airport", he said.	He said he was taking his brother to the airport.

Direct question	Reported question
"What are you doing?" I asked him.	I asked him what he was doing .
"Have you watched the DVD?" she asked me.	She asked me if/whether I had watched the DVD.
"Are you going out?" she asked him.	She asked him if/whether he was going out .

We usually make changes to time and place words and phrases.

Direct speech	Reported speech	Direct speech	Reported speech
tomorrow	the next/following day	now	then/at that time
yesterday	the day before/the previous day	ten minutes ago	ten minutes before/earlier
this year/month	that year/month	here	there

When time words refer to the same day, you do not always need to change them.

- "I'll see you **this afternoon**." (It is now the morning.)
- She said that she **would** see them **this afternoon**. (It is still the morning.)

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Common errors

Correct	Wrong	Notes
I asked him what he was doing.	I asked him what was he doing.	In reported questions, the subject and verb follow normal statement word order.
He asked me if I had watched the DVD.	He asked me I watched the DVD.	When we report Yes/No questions, we have to include the word <i>if</i> or <i>whether</i> before the question.

UNIT 9 Conditionals

Second conditional

If + past simple + would + infinitive:

- If you **walked** all the way, it **would take** about three hours.
- I **would go** to the beach if it **were** summer.

Use the second conditional to refer to:

- things that are possible but unlikely in the future.
I **would watch** the football match if they **showed** it on television.
(I do not think they will show it.)
- things which are unreal or impossible.
If I **were** you, I'd **listen** to the weather forecast before going for a picnic.
(I am not you and can never be you.)

NOTE

Details on zero and first conditional sentences are on pp.125-126.

Third conditional

If + past perfect + would have + past participle:

- If you **hadn't phoned**, I **wouldn't have known** you were back from your holiday.
- If I **had not gone** to that school, I **would not have met** you.

Use the third conditional to refer to:

- an imagined action in the past.
If it **had continued** raining, the town **would have flooded**.
(But it did not continue raining and the town did not flood.)
If he **had been** taller, he **would have been** a basketball player.
(But he is/was not taller and he did not become a basketball player.)

Common errors

Correct	Wrong	Notes
If you walked all the way, it would take about three hours.	If you walked all the way, it will take about three hours.	In second conditional sentences, the verb in the main part of the sentence is <i>would</i> , not <i>will</i> .
If it had continued raining, the town would have flooded.	If it would have continued raining, the town would have flooded.	In third conditional sentences, the verb in the <i>if</i> -clause is in the past perfect. <i>Would have</i> is used in the main part.
If I had gone to England, I would have met my penfriend.	If I went to England, I would have met my penfriend.	In third conditional sentences, use the past perfect in the <i>if</i> -clause, not the past simple.

UNIT 10 Sentences with *wish*

wish + simple past

Use *wish* + simple past:

- to talk about wishes or regrets about the present.
*He **wishes** he **was/were** taller.* (He is short.)
*I **wish** I **knew** where my keys were.* (I do not know where my keys are.)
*I **wish** I **could** swim underwater.* (I cannot swim underwater.)

wish + past perfect

Use *wish* + past perfect:

- to talk about wishes or regrets about the past.
*I **wish** I **had read** the exam question more carefully.* (I did not read the question carefully.)
*I **wish** you **hadn't wasted** so much time.* (You wasted a lot of time.)

Common errors

Correct	Wrong	Notes
I wish I could play the piano.	I wish I can play the piano.	To talk about present wishes, use the simple past, not the present.

UNIT 11 Past perfect and past simple

Past perfect

Use the past perfect:

- to show which of two actions happened first. Use the past simple to show which action happened second.

First action	Second action
After I had finished my homework,	I watched my favourite TV programme.

- to explain another past action, event or situation.

Past situation	Explanation
When I got home, I was very tired.	I hadn't slept much the night before.

Use the past perfect continuous:

- to describe something that happened for a length of time before another action in the past.
*When I got home, I was very tired. I'd **been working** all day.*
*The town was flooded. It **had been raining** for three days.*

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UNIT 12 Verb + *-ing* form or the infinitive

Verbs which are followed by *to* + infinitive:

agree	Everyone agreed to meet at the airport.
arrange	The boys have arranged to play football after school.
decide	Ali has decided to study science at university.
expect	I expect to finish my homework later this evening.
hope	They hope to get a job they enjoy doing.
learn	I learnt to swim when I was three years old.
offer	She offered to help her mother prepare lunch.
plan	What do you plan to do in the summer?
promise	Leila promised to phone her mother as soon as she got to school.
try	I've tried to read that book, but I don't understand it.
want	Do you want to come to my party?

NOTE

Modal verbs are followed by the infinitive without *to*:
*You **should phone** your father.*
*Can I **go home** now?*
*We **might see** you later.*

Verbs which are followed by the *-ing* form:

admit	Karim admitted borrowing my pen without asking me.
avoid	The driver of the car avoided hitting the motorbike.
dislike	He dislikes sleeping during the day.
enjoy	The children enjoyed playing in the sea.
finish	They're going home as soon as they've finished working .
practise	Musicians practise playing their instruments for many hours a day.
suggest	My friend suggested going for a picnic on the beach.

Verbs which can be followed by the infinitive or the *-ing* form (with no difference in meaning):

hate	I hate to get/getting water in my eyes.
like	I like to do/doing exercise every day.
love	She loves to cook/cooking for her family.
prefer	He prefers to fly/flying to Europe.

NOTE

Would love is always followed by *to* + infinitive:
*I'd **love to go** for a swim this evening.*

Verbs which can be followed by the infinitive or the *-ing* form (with a difference in meaning):

Verb	Example	Meaning
stop	Leila stopped listening to the radio.	She was listening to the radio, but then she did not listen any more.
	Leila stopped to listen to the radio.	She stopped doing something so that she could listen to the radio.
remember	I remembered phoning my mother.	I had a memory of doing this.
	I remembered to phone my mother.	I did not forget to phone my mother.
regret	He regrets saying that he wasn't interested.	He wishes he had not said that he was not interested.
	He regrets to say that he's not interested.	He is sorry to tell you that he is not interested.

forget	How can I forget going there?	I remember going there very well.
	I forgot to go there.	I should have gone there but I did not remember to.

Common errors

Correct	Wrong	Notes
He suggested going to Turkey for our holiday. He suggested that we go to Turkey for our holiday.	He suggested to go to Turkey for a holiday.	We cannot use <i>to</i> + the infinitive after the verb <i>suggest</i> .
We enjoyed watching the match on TV.	We enjoyed to watch the match on TV.	Verbs describing likes and dislikes can often be followed by both the <i>-ing</i> form and <i>to</i> + infinitive, but not the verb <i>enjoy</i> .

UNIT 13 Relative clauses

Relative pronouns

Use **who**, **that** or **whose** to refer to people:

- a** My penfriend, **who** lives in Sweden, is studying biology at university.
- b** Aisha, **whose** father is a well-known doctor, is my best friend at school.
- c** My brother **that** lives in New York is going to visit us soon.

Use **that** or **which** to refer to things:

- d** Fruit **that** ripens on the tree tastes best.
- e** Our flat, **which** is on the fifth floor, overlooks the Nile.

Use **where** to refer to places:

- f** My brother went to Alexandria University, **where** he studied architecture.

NOTE

Do not use **that** as a relative pronoun in a Type 2 relative clause.

Relative pronouns with prepositions

If we use prepositions in relative clauses, the preposition has to come before the relative pronoun.

- g** Last week, we had a meeting, **at which** we found out about next year's school trip.
- h** She's written an article **in which** she describes the problems facing our country.

Type 1 (essential) relative clauses

- Sentences **c**, **d** and **h** each contain a Type 1 (essential) relative clause. The information in the relative clause is necessary to the meaning of the sentence.

Type 2 (non-essential) relative clauses

- Sentences **a**, **b**, **e**, **f** and **g** each contain a Type 2 (non-essential) clause. The information in the relative clause is not necessary to the meaning of the sentence. It simply gives us extra information.

Grammar Review

UNIT 14 Linking words

- Use these words (conjunctions) to link ideas in different parts of sentences.

Introducing a different or opposite idea:

but	I've read the book, but I haven't seen the film yet.
although*	Although I had not seen him before, I knew who he was.
despite* (+ -ing)	Despite being nearly 60 years old, Karim still plays football every week.

Introducing an explanation:

because*	Ali was very happy because he got 96% in the maths test.
-----------------	---

Introducing a reason:

so	She didn't understand the homework, so she asked her teacher to explain it again.
-----------	--

Linking activities in time:

while* (+ clause or -ing)	While he was on holiday, my brother met an old friend.
	While visiting Egypt, most tourists take photos.
after* (+ clause or -ing)	After he graduated, he worked abroad.
	After graduating , she got a job in Cairo.
when*	When we left school, we went to university.
on* (+ -ing)	On leaving university, he got a job as a scientist.
before* (+ clause or -ing)	Before I went to sleep last night, I read my book.
	Before going to sleep last night, I read my book.

NOTE

If we use a linking word followed by an **-ing** form with the subject not stated, the two parts of the sentence must have the same subject.

Position of conjunctions:

Words which have * after them can be used at the beginning or in the middle of sentences to connect ideas in the same sentence. If the linking word starts the first part of the sentence, we write a comma after this part:

- Although** we'd never met before, we got on very well.
- We got on very well **although** we'd never met before.

Common errors

Correct	Wrong	Notes
Despite being very tired, I continued working.	Despite I was very tired, I continued working.	<i>Despite</i> and <i>on</i> must be followed by an -ing form.
On leaving school, he went to university.	On he left school, he went to university.	
While flying into Cairo, I saw the Pyramids of Giza.	While flying into Cairo, the Pyramids of Giza greeted me .	The subject of <i>flying</i> is understood to be <i>I</i> . The second part of the sentence must have the same subject.

UNIT 15 Future passive

Future simple passive

The future simple passive is formed with **will/won't + be + past participle**.

- In the future, more of our energy **will be produced** from wind power.

Use the future simple passive:

- to predict an action or event in the future.
Petrol and oil **will not (won't) be used** as much as they are today.

Future perfect passive

The future perfect passive is formed with **will/won't + have been + past participle**.

- By 2100, hundreds more towns and cities **will have been built**.

Use the future perfect passive:

- to predict something which will be finished by a particular time in the future.
By 2050, petrol cars **will have been replaced** by electric cars.

NOTE

There are more notes on passive verbs on pp.123–125.

UNIT 16 Reported questions

Wh- questions

Direct question	Reported question
"What have you been doing since you left school?" she asked him.	She asked him what he had been doing since he left school.
"Why do you want to work abroad?" she asked me.	She asked me why I wanted to work abroad.

Yes/No questions

Direct question	Reported question
"Do your parents know you're here?" he asked me.	He asked me whether/if my parents knew I was there.
"Do you have a driving licence?" she asked her.	She asked her whether/if she had a driving licence.

Alternatives to ask

Use **want to know**:

- She **wanted to know** why I wanted to work abroad.
- They **want to know** who won the match.

NOTE

There is more on reported speech on pp.127–128.

Grammar Review

UNIT 17 Verb + object + *to* + infinitive

Verbs which are followed by object + *to* + infinitive:

advise	Ali's father advised his son to work harder.
ask	The teacher asked Mahmoud to read his essay to the class.
encourage	My mother always encourages me to bring friends home.
expect	What do you expect me to do ?
force	The bad weather forced people to stay at home all day.
help	Can you help me to carry the shopping upstairs, please?
instruct	The policeman instructed people not to drive so fast.*
invite	We invited our neighbours to have tea with us.
order	The officer ordered the soldiers to attack .
teach	My mother taught me to write carefully.
tell	The teacher told his students to give him their homework the next day.
want	Where does he want us to go ?
warn	Parents often warn their children not to run across busy roads.*

NOTE

Notice where the word *not* is placed in the two negative sentences marked *.

Common errors

Correct	Wrong	Notes
His mother told him to come home.	His mother said him to come home.	Say is not one of the verbs that can be followed by object + <i>to</i> + infinitive.
I suggested he (should) come with me.	I suggested him to come with me.	<i>Suggest</i> cannot be followed by object + <i>to</i> + infinitive.

UNIT 18 Modal verbs

should/shouldn't + infinitive (without *to*)

Use *should/shouldn't* to give advice:

- You **should look** for a new job.
- You **shouldn't look** at the sun. It's very dangerous.

could/couldn't + infinitive (without *to*)

Use *could/couldn't* to talk about past possibilities or abilities:

- At the weekend, they found a shop where they **could buy** cheap books.
- My sister looked all over the house, but she **couldn't find** her phone.

NOTE

See pp.126–127 for more on modal verbs.

might/might not + infinitive (without to)

Use **might/might not** to talk about future possibilities:

- When I finish school, I **might go** to university to study medicine.
- But I **might not go** – I haven't decided yet.

can/can't + infinitive (without to)

Use **can/can't** to talk about present possibilities:

- I **can play** tennis in the park whenever I want to.
- We **can't waste** time watching TV.

must + infinitive (without to)

We use **must** to talk about strong (internal) feelings of obligation, or to say that something is important to us.

- **Must** can only be used this way with subjects *I* or *we* in statements, or *you* in questions. It cannot be used this way with *he*, *she*, *it* or *they*.

*I **must visit** my grandparents more often. (It's important to me that I do.)*

***Must you wear** that yellow tie? (Is it important to you that you do it? This also suggests that it bothers me.)*

We can use **must** to give strong advice and orders. Laws and rules use **must**.

- You **mustn't** be late or dad will be angry. (strong advice)
- You **must** clean your room before you go out with your friends. (an order)
- Drivers and passengers of motorcycles **must** wear helmets. (a law)

We can use **must** to show sincere feelings or invitations.

- You **must** try a piece of my cake.

We can use **must** to state a deduction or logical conclusion.

- Dad **must** have left already. I don't see his car.

NOTE

Should, must, have to and need to are often interchangeable in a sentence. It is up to the speaker to decide how strong the modal verb should be.

have to + infinitive

We usually use **have to** to talk about situations where you have no choice because of rules or circumstances.

- If she wants to start her course this year, she **has to apply** before the end of March.
- Do you **have to wear** that yellow tie to work? (Is it part of your uniform?)
- We **have to wear** helmets if we're going to take the motorcycle. (The law says so.)

We can use **have to** to give advice and orders.

- You **have to apologize** to Mona. You don't want to lose her as a friend. (advice)
- You can't go out. **You have to** clean your room first. (an order)

need to + infinitive

We use **need to** to talk about things that are necessary.

- He **needs to be** busy all the time or his boss will get angry.
- We **need to revise** for next week's exam.

Common error

Correct	Wrong	Notes
If you don't feel well, you should see your doctor.	If you don't feel well, you should to see your doctor.	<i>Should</i> and most other modal verbs are followed by the infinitive without <i>to</i> .

Grammar Review

Irregular verbs

be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	hold
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead (to)	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
lie	lay	lain

light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spin	spun	spun
split	split	split
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

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